DOCUMENT RESUME

ED 215 481 EC 142 140

AUTHOR	Thomas, Stephen, Ed.
TITLE	Experiential Learning & the Handicapped: Reports from the Field.
INSTITUTION	Council for Exceptional Children, Buffalo. New York State Federation of Chapters.
PUB DATE	81
NOTE	29p.
AVAILABLE FROM	The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).
JOURNAL CIT	Forum; v7 n3 Fall 1981
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adventure Education; Arithmetic; Camping; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Learning Disabilities; Mild Disabilities; *Outdoor Education; Physical Disabilities; Writing Skills
IDENTIFIERS	Hiking; *Outward Bound

ABSTRACT

Five articles examine outdoor experiential learning for the handicapped. Articles have the following titles and authors: "The Minnesota Outward Bound School and the Physically Disabled" (S. Kaplan); "Breaking the Cycle of Failure through Experiential Education" (R. Burton, B. Blakey); "Hiking with Troubled Kids" (K. Victor); "Outward Bound--Experiential Education for the Hearing Impaired" (D. Dickinson); and "The Junior Guidance Camp Experience--An Experiment in School Camping for Emotionally Disturbed and Socially Maladjusted Inner City Elementary School Children" (H. Foster). Two additional articles are: "Teaching Writing Strategies to the Mildly Handicapped" (P. Durkin) and a review by J. Bondurant of "Arithmetic and Learning Disabilities--Guidelines for Identification and Remediation" (S. Johnson). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215481

the FORUM

A Publication of The New York State Federation of Chapters ...ren

VOLUME 7, NO. 3 FALL 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ISSUE TOPIC: EXPERIENTIAL LEARNING & THE HANDICAPPED: REPORTS FROM THE FIELD

CONTENTS

CONTRIBUTORS **Page**

STEPHEN THOMAS/Viewpoint-Guest Editor 3

SUSAN KAPLAN/The Minnesota Outward Bound School and the Physically Disabled 4

R. LEDGER BURTON & BARBARA BLAKEY/Breaking the Cycle of Failure Through Experiential Education 7

KEN VICTOR/Hiking with Troubled Kids 9

DEBBIE DICKINSON/Outward Bound: Experiential Education for the Hearing Impaired 12

HERBERT L. FOSTER/The Junior Guidance Camp Experience: An Experiment in School Camping for Emotionally Disturbed and Socially Maladjusted Inner City Elementary School Children 13

PIA M. DURKIN/Teacher Classroom Concerns/*Teaching Writing Strategies to the Mildly Handicapped* .. 18

JUDITH A. BONDURANT/Literature Review/*Arithmetic and Learning Disabilities: Guidelines for Identification and Remediation* by Stanley W. Johnson 20

GARY O. CARMAN/President's Message 21

Professional News 17

CONSORTIUM CONVENTION 1981/Calendar of Events 24

CONSORTIUM CONVENTION 1981/Registration Instructions 28

CONSORTIUM CONVENTION 1981/Hotel Reservations 23

Letter to the Editor 22

Call for Award Nominations 22

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Herbert Foster

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 142140

the FORUM

EDITOR
Dr. Herbert L. Foster (402)
Professor, Dept. of Instruction
582 Baldy Hall
State Univ. of N.Y. at Buffalo
Amherst, New York 14260
(716) 636-2451
100 Sedgemoor Court
Williamsville, New York 14221
(716) 634-4156

ASSISTANT EDITOR
Ms. Patricia Skok (402)
Resource Room Teacher
Williamsvile Schools
Williamsville, New York 14221
(716) 689-7057

ASSISTANT EDITOR PROFESSIONAL NEWS
Dr. Fred P. Luchow (498)
70 West 95 Street, Apt. 5H
New York, New York 10025
(212) 662-5842

ASSISTANT EDITOR— LITERATURE REVIEW
George Singfield (71)
Director
Special Services Program
Samuel Field YM YWHA
58-20 Little Neck Blvd.
Little Neck, N.Y. 11362
(212) 225-6750

ASSISTANT EDITOR— INTERN
David B. Lazerson
140 Heath Street
Buffalo, N.Y. 14214
(716) 237-5506

MANAGING EDITORS
Tony & Randi Daddiego (1002)
43-36 Robinson Street
Apt. 4 G
Flushing, N.Y. 11355
(212) 886-3355

ASSISTANT EDITORS
TEACHER/CLASSROOM CONCERNS
Bernie & Susan Kosberg (615)
The Orchard School
1156 North Broadway
Yonkers, New York 10701
(914) 965-8786

EDITORAL ADVISORY BOARD

Dr. Joseph Andreacchi, Dr. Judith Bondurant, Dr. Albert Budnick, Dr. Christine Cataldo, Dr. Henry V. Colella, Dr. Meyer Lieman, Dr. Martin A. Feldman, Dr. Barry Glick, Dr. Deborah C. May, Dr. Philip Melnekoff, Dr. Merrily Miller, Dr. Robert Smith, & Phyllis Susser.

INSTRUCTIONS FOR AUTHORS

The Forum is a referred journal. Unsolicited articles are accepted. *Issue Editors* with ideas are welcome. Manuscripts submitted for publication in *The Forum* must be typed on one side of 8½ x 11 white paper, double spaced including quotations, footnotes, references, and tables, with margins of at least one inch. Manuscripts must follow. A.P.A. standards and should be sent to the *Editor.* If the manuscript is accepted for publication, a 2 x 2 photograph will be requested.

State Student Officers

Deborah Swallow
President
735 West Lake Road
Geneseo, New York 14454
(716) 243-4102

Sally Finch
Secretary
867 Sumner Avenue
Syracuse, New York 13210
(315) 476-9454

Beth Grant
Newsletter Editor
42 Lima Road
Geneseo, New York 14454

Ed Knopping
PAN Representative
737 Comstock Avenue
Syracuse, New York 13210
(315) 478-9024

Susan Irons
Past-President
805 So. Crouse Avenue
Syracuse, New York 13210
(315) 478-4226

Donna Nimec
Student Governor
212 Boise Drive
Syracuse, New York 13210
(315) 478-8946

Ann Pia
Student Advisor
216 Ostrom Avenue
Syracuse, New York 13210
(315) 423-3852

Advisory Board

(Continued from Page 3)

Student Coordinator
Ann Pia
8784 Gaskin Road
R.D. 2
Clay, New York 13041
(315) 695-6421

Student President
Susan Irons (S390)
805 So. Crouse Avenue
Syracuse, New York 13210
(315) 478-4226

Student Governor
Donna Nimec (S390)
212 Boise Drive
Syracuse, New York 13210
(315) 478-8946

PAN Coordinator
Mr. Edward Shafer (248)
59 N. Main Street
Norwood, New York 13668

CASE REPRESENTATIVE
Mr. Mark Costello (37)
88 Genesee Street
Skaneateles, New York 13152

DCLD Representative
Sean J. O'Neill (0943)
Box 209-59
Altamont, New York 12009
(518) 355-3963

Editor, *The Forum*
Dr. Herbert L. Foster (402)
100 Sedgemoor Court
Williamsville, N.Y. 14221
(716) 634-4156

Copyright 1981, by the New York State Federation of Chapters of the Council for Exceptional Children

EXECUTIVE COMMITTEE

Dr. Gary O. Carman (615)
President
1156 North Broadway
Yonkers, New York 10701
(914) 965-3700

Alexander P. Tureaud (615)
President-Elect
Cross Pond Road
South Salem, New York 10509
(914) 763-5780

Edward Shafer (248)
Vice President
59 N. Main Street
Norwood, New York 13668
(315) 352-2163

Dr. Judith A. Bondurant (402)
Treasurer
285D-2 Scamridge Court
Williamsville, New York 14221
(716) 633-8859

Dr. Stanley A. Winters (805)
Secretary
56 Webster Avenue
Manhasset, New York 11030
(516) 365-9241

Dr. Janet L. Jacobs (248)
Past-President
65 Covington Drive
Buffalo, New York 14220
(716) 825-0669

Dr. Richard J. Lee (402)
Governing Board Representative
127 Winston Road
Buffalo, New York 14216
(716) 837-5351

ADVISORY BOARD

(Regional Representatives)

Mrs. Sally Quinby *(Buffalo)* (402)
2679 Blakeley Road
South Wales, New York 14139
(716) 652-1528

(Rochester—OPEN)

Jeremiah Hartnett *(Syracuse)* (1029)
B-35 Cedarwood Apts.
Cederwood Blvd.
Baldwinsville, New York 13027
(315) 652-3411

Bernard Kosberg *(New York Region I)* (615)
1156 North Broadway
Yonkers, New York 10701
(914) 965-8786

Elizabeth Teahan *(New York Region II)* (742)
3534 Tryon Avenue
Bronx, New York 10467
(212) 654-9311

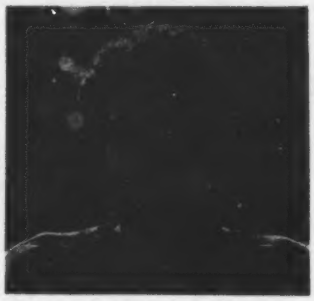
Mrs. Bertha Perez *(New York Region III)*
59-35 160 Street (805)
Flushing, New York 11365
(212) 762-0579

Lois M. Smith *(Long Island)* (248)
53 Heitz Place
Hicksville, New York 11801
(516) 681-3333

Dr. Deborah C. May *(Albany)* (45)
2 E. Harmony Hills Road
Albany, New York 12203
(518) 869-5473

VIEWPOINT

Experiential Learning & The Handicapped: Reports From The Field



Stephen Thomas
Doctoral Student SUNY/Buffalo &
Instructor - North Carolina
Outward Bound School
NCOBS
P.O. Box 817
Morganton, N.C. 28655

Learning through experience is by no means a new concept in education. Historically, the acquisition of knowledge has been based on direct interaction between the learner and his environment. We can presume that the earliest cave dwellers had no teachers with whom to consult about the uses and dangers of fire. The first transoceanic explorers had only the stars and their own sense of adventure to guide them to their destinations.

It was modern industrialization which moved us toward what today might be termed "traditional education". This newer, more formal style of learning provided an efficient way to disseminate the vast quantities of information which were being generated. Toward the end of the last century, John Dewey expressed concern over what he considered to be a trend in education which was moving away from experiential learning.

"We cannot overlook the importance for educational purposes of the close and intimate acquaintances got with nature at first hand, with real things and materials, with the actual processes of their manipulation, and the knowledge of their social necessities and uses."

During the 1920's, Kurt Hahn, a German educator, was formulating a philosophy which included in it an experiential element. It was Hahn's thinking that the natural world could provide youngsters with the types of real challenges which would stimulate physical and emotional growth. One of his favorite expressions was that a person's disability could become his opportunity.

This thinking evolved from his personal experience. At age 19, Hahn suffered severe sunstroke which forced him to be confined to a darkened room for an entire year. During that time, he spent many hours performing mental exercises and formulating the roots of his educational philosophy. In addition, he remained physically active by perfecting the standing high jump, about the only track event which could be practiced in such a confined area.

During World War II, Hahn collaborated with British shipping magnate Lawrence Holt to form a school for young merchant seaman. It was found that the younger sailors were less able to withstand the many days adrift at sea following the sinking of their ships. The problem was not one of physical conditioning, rather, the young men were just giving up.

In addition to merchant sailors, boys from many other backgrounds attended the school. A major theme of the program involved training the students *through* the sea as opposed to training them *for* the sea. The

The Minnesota Outward Bound School and the Physically Disabled

Susan Kaplan
Co-ordinator of Special Programs
Box 50
Minnesota Outward Bound School
Ely, Minnesota 55731

"Your disability is your opportunity"—Kurt Hahn

INTRODUCTION

The Minnesota Outward Bound School (MOBS) is one of six OUTWARD BOUND (OB) schools in the United States and holds its courses in the Boundary Waters Canoe Area of Northern Minnesota and Quietico Provincial Park in Canada. A summer course may include learning about and doing the following: physical conditioning, first aid, search and rescue, food and menu planning, environmental protection, canoeing and portaging, rock climbing. The canoe expedition includes a solo experience of up to three days in length. A final expedition planned and led by students with minimum instructor supervision, a marathon event, and a service project complete the course outline.

The school's base camp is located on Birch Lake, just outside of Ely, Minnesota. There are two main buildings at the site, one of which houses the school offices, along with the dining and cooking facilities. The other contains all of the expedition equipment, and trail food. Platform tents provide housing for students and seasonal staff; a few cabins house the year-round residents.

Due to the nature of its curriculum, OB initially assumed that its courses would prohibit the participation of people with physical disabilities. The courses are in remote wilderness areas; groups are self-sufficient, travel is strenuous and obstacles to mobility arise frequently.

The Physically Disabled Project began at MOBS in 1975. The original plan was to bring disabled people to the base camp to allow students the opportunity of sharing their newly acquired skills, as part of the service component of the course. Professionals from around Minnesota were consulted and all were enthusiastic about the inclusion of the disabled. Their collective opinion was that the disabled were capable of an OB experience if given a carefully designed program, properly trained staff and a trained medical assistant. The inclusion of able-bodied students was seen as a benefit to both the disabled, and the able-bodied participants. Given the unique nature of an OB course, the need to work together was seen as a significant plus to enhance the relationship between both parties.

MD 1 was the school's trial run, and had consultants, who afterwards enthusiastically agreed to the continuation of the program. Through these consultants, half of whom still participate in staff training, a cadre of experience and knowledge has developed which helps to improve the quality of the course each time it is run.

MOBS PHILOSOPHICAL ASSUMPTIONS AND OPERATIONAL PRINCIPLES

A. Philosophical Assumptions

The MOBS program is based on the following assumptions:

Equality—Human beings are of equal worth.

Growth—Every human being has the ability to change and grow.

Freedom—Being able to think, choose, and act responsibly without arbitrary restrictions allows for the full development of human potential.

Natural Order of Things—Humans are a part of Nature and have a responsibility to act in ways which do not upset the natural cycles and balances of the planet.

Caring—"In the sense in which a person can ever be said to be at home in the world, he/she is at home not through domineering, or explaining, or appreciating, but through caring and being cared for." (Meyeroff, 1971)

B. Operational Principles

1. Significant and long-lasting learning can be achieved through an intensive short term experience.
2. The MOBS program offers an opportunity for participants to develop and exercise leadership ability.
3. It is an important individual learning experience to be part of a small group involved in stressful adventures.
4. Respect for others is a healthy basis for interaction.
5. The MOBS program has the capacity to develop compassion and self-respect.
6. Awareness of personal potential can be heightened by participation in challenging experiences.
7. A period of solitude provides an opportunity for a greater understanding of self.
8. The MOBS program allows individuals to discover that they are responsible for decisions affecting their lives.
9. Learning how to make decisions occurs by

deriving solutions rather than receiving them.

10. Thoughtful expression of ones experience increases its value.
11. People are dependent on receiving from the environment and each other; and are responsible for giving to their environment and each other.

These assumptions and principles are dynamic and evolutionary in nature. The way in which each instructor together with her students, develops them is a continual process of arriving rather than a place to which one arrives.

C. Needs to be met by the course for the disabled (Program Goals Developed in 1976)

1. Persons with physical disabilities face many barriers to participation in normal life. Physical access to public facilities is often difficult, and so the wide variety of experiences necessary for social and intellectual stimulation are not as available to them. They also face barriers with the expectations of the able-bodied and may often find themselves patronized or ignored. This limits the establishment of varied and rich interpersonal relations.
2. As a result of these psychological and physical barriers, many disabled people lack self-confidence and question their ability to contribute productively to society. The individual may thus raise personal psychological barriers and become overly dependent on others, cutting himself off from many activities enjoyed by the able-bodied.
3. By implementing an OB course for the physically disabled, MOBS would open an area of experience (i.e., wilderness travel) not generally available to them, provide a supportive environment for exploring and testing personal limitations, and self-esteem, and encourage the development of relationships between able-bodied and disabled that spring from shared experience.
4. In addition, it was the intent of MOBS through this project to:
   a. develop a capability to offer a program with disabled as a standard course of the school, and,
   b. encourage and assist others in the development of similar programs of their own.

With the success of MD 1, a second course, MD 2 was set up in much the same way. An important lesson was learned from the initial course. It was discovered that many of the cautions, restrictions and limitations imposed were not necessary. A change of attitude by staff and consultants helped all to realize that one specific program design was not appropriate; there is no set way to do everything, and we are all inhibited by our attitudes more than any physical limitation. This was a significant breakthrough for the courses. It enabled staff and students to look at their own biases and strengths, and to develop a more open-ended course format. Our special course for the disabled has become simply an OUTWARD BOUND course for people with specific needs.

Over the years we have refined, changed and adapted equipment for the various skills taught. Some of the adaptations we have acquired:

Rock Climbing: Chest and seat harnesses are used to give greater stability to the climber. Ways in which to anchor wheelchairs have been devised to provide a more secure base from which to belay. Other climbers, positioned below the disabled climber provide extra footholds. Very easy beginning rock climbs enables all a chance to see what their limits are.

The Wall: (14' high and constructed of wood) The wall is used as a group initiative, the goal being to get everyone over. Initially we had a lashed beam above and had a pulley system rigged to hoist people who couldn't climb on their own. The last two years the challenge has been to get everyone over without the use of the mechanical aids. (1980 marathon saw one brigade with three chairs and one tripalegic get everyone over in seven minutes.)

Ropes Course: On the zip wire there is a pulley system to hoist those who can not climb up the ladder to the platform. On the tarzan swing, people climb up that ladder with their arms. On the atrier (ay-tree-ay), a seat harness is put on with extra webbing slung over the beam. This is used so a person can sit (rather than stand in the leg loops) and go from hook to hook. Not every disability can do everything at the ropes course. But each year more and more sections are tested and adapted.

Swamp Walk: This has gone from an initial welcome to the Northwoods exercise, to a group problem of getting everyone through the swamp together. The mud is neck deep in places.

Whitewater: Anyone with balance problems sits, rather than kneels on the bottom of the canoes, for better leverage and stability. (A great combination was a sightless woman in the rear and a quadrapalegic in the front yelling directions to his "arms" in the back of the canoe. They did great!).

For any, or all of these activities, the group is constantly struggling with how much assistance to give to one another, and how much to ask for in return. The instructors encourage all students to be as independent as possible. For the disabled, this may mean not carrying anything on a portage, but just making it to the end, in and out of the canoe, without falling in the water.

Marathon: On the last day of an OB course, some type of intense activity is conducted. We combine canoeing and running (or wheeling). We have adapted our course so students contract for a certain amount. Whether that amount is half a mile, or seven miles, all we ask is that they finish.

HEALTH AND SAFETY

All activities on OB courses are conducted within strict safety guidelines and are closely monitored by experienced instructors.

A. Safety Related

1. A common ratio of instructors to students on

OB courses is 1:4. This ratio is maintained on the disabled courses and increased at speciality sites (rocks and ropes) to help alleviate any problems that could arise.

2. First-aid sessions frequently focus on the specific disabilities in the brigade.
3. Initially, expedition routes were carefully selected in terms of the assumed mobility and adaptability of disabilities. Such assumptions are no longer made. Instead, destinations are chosen and routes are worked out as an afterthought.
4. Programatically, the only difference between this and other courses is the time it takes to accomplish certain tasks, and the knowledge the instructors need to have concerning the various disabilities in their brigade.

B. Health Related

1. Care has to be exercised in portaging. Falls are a constant hazard.
2. Danger of pressure sores and tissue breakdown resulting from abrasion has to be monitored and may necessitate frequent stops, and more rest periods.
3. A diet high in carbohydrates, water high in minerals content, and physical exertion all combine to disrupt bowel and bladder programs. We have encouraged the use of Kaeopectate before arriving.
4. Fatigue, which accompanies some disabilities, especially Multiple Scelerosis dictates extra caution since the fatigue may be cumulative over a number of days.
5. Hypothermia can be a major hazard in a water-based program, especially for those with poor stamina, resistance or circulation. Adequate food, clothing and monitoring of fatigue levels are very important to maintain.

ADMISSIONS AND ENROLLMENT

The nature of the courses, their objectives and the medical skills of staff place limits on the level of severity of disabilities allowed to participate. Disabled participants are required to be independently mobile and in control of their personal care and hygiene programs. A medical form designed to give more detailed information about the applicant's particular disability and its effects, is also sent out. This form is reviewed further by professional medical personnel retained for this purpose. Generally, students are highly motivated and independent, but as word of mouth spreads, we are getting a lowered ranged of independency and mobility and must keep the screening process as it is. The increased popularity is encouraging however, and makes us aware of the balance needed for our program to be successful for everyone who attends.

Enrollment is monitored to insure a balance of disabled to able-bodied, men to women, and a broad range of disabilities. Nineteen is used as a minimum age, though ages have varied from eighteen to forty-six.

We have one 14 day course per summer season, for disabled students. It has two brigades, with eight students in each. (Half of which can be disabled). The desired ratio is one able-bodied to one disabled, but the trend has been for a greater number of students to be able-bodied. There is no single reason, but some of the factors certainly are the economic state of many disabled, a lack of successful recruiting and the overwhelming sense of, "I can't do that," which many disabled people may feel.

Types of Disabilities on the Courses

Type	Total for Six Years
Paraplegia	17
Congenital Deformity	3
Post Polio	3
Cerebral palsy	8
Guillian Barre	1
Above knee amputee	5
Multiple sclerosis	3
Muscular dystrophy	2
Parkinsons disease	1
Sight impaired	4
Quadraplegia	4
Tripalegia	1
Neurological dysfunction	1

STAFFING/STAFF TRAINING

Instructors for all disabled courses are selected from the MOBS staff. Selection is based on extended experience in OB, personal style, and interest in the course. Training prior to this course addresses the various disabilities that will be encountered, increasing the instructors knowledge and understanding of disabilities. We use our disabled consultants, who not only explore with the staff their questions, biases, and interests concerning the disabled, but also explore what the limits or possibilities may be at each activity site (rock climbing, ropes course, whitewater). Movies, discussions, and readings are conducted during the 3-4 days, of training which takes place just prior to the course itself. In addition, a post course wrap-up and evaluation are also conducted. This helps the instructor, trainers and administrators to evaluate and synthesize what took place and to better plan future courses.

Instructors serve a critical role in this process where students are challenged to test their self-imposed limits. In addition to being highly skilled in the techniques of safe back country living, instructors must be sensitive to the progress of each student and the process by which to facilitate that growth. Failure as well as success is treated as an important learning opportunity; problems are posed to encourage students to reach beyond themselves and the brigade. Students are guided from being instructor dependent to becoming interdependent with the rest of the group.

The disabled program has a maximum of two instructors per brigade. One course director oversees the two brigades, facilitates the logistics and helps with any problems that may arise. The disabled course is one of thirty courses that is offered in the summer program and the instructor pool numbers sixty.

(Continued on Page 16)

Breaking The Cycle Of Failure Through Experiential Education

By:

R. Ledger Burton
Chairman of the Board
VisionQuest
and

Barbara Blakey, Ph.D.
Assistant Professor of English
The University of Arizona
Tempe, Arizona

VisionQuest, an Arizona based treatment program, has designed learning environments for students who are seriously emotionally disturbed and whose behavior is "out of control", often with multiple referrals to the criminal justice system or the mental health system. The VisionQuest program operates group homes, home-based family support programs (HomeQuest), special education classrooms, learning centers, wagon trains, sailing programs and wilderness camps.

Many of the youths placed with VisionQuest have been, in effect, "banished" from the educational community. These are not the students frequently portrayed as resistive but able to succeed, given the understanding teacher, coach or guidance counselor. They are, rather, those adolescents who begin demonstrating severe emotional, behavioral, and learning problems in the primary grades and for whom frustration, anger and alienation become linked with academic failure. Whether there is a cause and effect relationship between educational failure and behavioral or psychological problems becomes a moot point as a self-perpetuating cycle of failure is set in motion.

Emotional confusion, family dysfunction, alienation and depression combine to render these children incapable of successfully interacting in normal environments, and often results in their removal from the public school and the community to mental health or correctional institutions. Unfortunately, for some of these individuals, the cycle of failure becomes reinforced as they fail to respond to the traditional therapy and education offered. It is for these individuals that VisionQuest has designed high-impact programs to initially break the cycle of failure. These programs the Wagon Train, Wilderness Camp and OceanQuest, are designed to prepare troubled youth for re-entry into community-based educational settings by providing services directed at promoting self-respect and respect for authority, developing skills for social survival, and extinguishing self-destructive and anti-social behavior.

Academic Readiness Goals and the Individual Educational Plan

In the development of the Individual Educational Plan, although the academic basics are addressed, emphasis is placed on the preparation of youth for traditional academic settings by correcting the maladaptive behavior and attitudes that stand in the way of successful classroom adjustment. As the youths become more oriented to acceptable behavior patterns, they frequently display (often in spite of themselves) an eagerness to learn.

Specific short or long term academic readiness goals based on the needs of the individual youth are determined first. These usually include increased attention span, improved ability to follow instructions, increased tolerance of frustration, increased on-task behavior, improved ability to learn from mistakes, reduced embarrassment and fear about the learning process, improved social skills appropriate to a classroom setting, increased responsibility for work and improved ability for self-expression. These goals, when combined with other academic, psychological and health goals, provide a full program plan for the individual.

While academic goals are usually assessed by standarized tests such as the California Achievement Tests, readiness goals are assessed by psychoeducational or psychological testing and observation by professional staff. Professional staff charged with addressing readiness goals include not only the teacher, but clinical staff such as the Youth Counselor and Treatment Director. The method of attaining the academic readiness goals is often involvement in the Wagon Train, OceanQuest, or Wilderness Camp. Due to the dynamic nature of these programs and the high potential for student change, student progress toward goals is discussed in weekly staffings by the VisionQuest program team. A formalized multidisciplinary staffing is held at three-month intervals during which revisions and/or shifts of emphasis in the Individual Educational Plan are made.

Impact Programs

The high impact programs conducted by VisionQuest are specifically designed as task-oriented programs. On the Wagon Train, at the Wilderness Camp, and on OceanQuest an intense period of preparation and training culminates in a journey, either with the wagons across great stretches of country, a foot across rugged terrain, or in boats across open water. In each program there is the highest possible direct correlation between the responsible performance of the youth and success in accomplishing each day's journey. Thus the rewards for paying attention, following instructions, cooperating in a group effort, and coping

positively with obstacles and frustration are both immediate and tangible.

Participation in the Wagon Train has been advantageous for youth who have an aggressively fragmented approach toward mastering their world. For these angry, aggressive youth, the Train's highly structured environment and the firm approach of its staff provide secure limits and boundaries to the youths which are the essential foundation on which self-control and self-esteem can be built. During the course of the Train, challenges occur, planned and unplanned, which increase self-esteem when overcome. These include runaway wagons, weather problems, and the sheer distance the youth must travel to complete the Train. Based on the youths' attainment of individual goals there is ample opportunity to expand individual responsibility by earning a horse to care for, train and ride, by participating in special sub-groups of the Wagon Train which take horseback trips through the surrounding terrain, or by studying maps and helping to plan the route. For many youths the responsibility for a horse or mule provides a situation where previous patterns of social interaction such as manipulation and indirect behavior do not produce results. A stubborn or angry student may gain great personal insight through interaction with an equally stubborn and angry mule. The responsibility required in daily care of animals gives immediate feedback which is rewarding and provides the motivation for accepting further responsibility. Wagon Train staff also encourage socially acceptable, appropriate responses to the variety of social situations and people the Train encounters.

In both the Wilderness program and OceanQuest the personal goals of the academic-readiness plan are addressed through rigorous physical training and staff counseling which prepare the youths for the program's expedition. VisionQuest's two wilderness camps are both located in apparently remote, rural settings that afford the illusion of isolation and wilderness adventure while also providing access to the educational and medical support systems of nearby communities. The environment of the OceanQuest is similarly isolated. OceanQuest is particularly effective for highly manipulative youth who are consistently attempting to avoid or escape from problem situations through the use of alcohol or drugs or by routinely running away. Youths who have difficulty becoming a part of anything—a group home, a Wagon Train, or a family—benefit from this situation because it requires group solidarity and individual responsibility. In both programs the physical training is aimed at building endurance and strength, maintaining physical fitness and health during the expedition, and promoting responsibility and confidence. For most youth, learning to climb difficult cliffs and to rappel[1] or learning to swim provide experiences in conquering fear and building self-confidence.

In addition to the personal goals of the academic-readiness plan, all three VisionQuest high-impact programs provide training in specifically relevant skills. These include maintaining and repairing wagons and tack, learning to drive a team, developing equitation skills, learning basic anatomy and nutrition, reading maps or navigation charts, planning routes, using compasses, choosing and typing appropriate knots, and using equipment safely and effectively. Respect for the surrounding countryside or ocean and understanding of the responsibility toward the ecological systems are built into all three programs.

Educational services on the Wagon Train, at Wilderness Camp and on OceanQuest are geared toward expanding the problem-solving repertoire of each youth and helping him learn how to learn. Courses are focused on ecology, including theoretical and practical application of principles of astronomy, botany, geology, geography, mathematics, meteorology and other environmental studies. The educational program is designed to show students the correlation between the acquisition of knowledge and immediate practical success. They may experience, often for the first time, the satisfaction of knowing how to analyze complicated situations and apply workable solutions. Staff draw parallels for each youth between the educational experiences required to handle life on the Wagon Train, in the wilderness or on the sea and those required to succeed in the greater community. Specified periods of time are also alloted for remediation of academic deficiencies and extension of skills in content areas. During study periods youth are encouraged to seek individual help from instructors and from each other.

Conclusion

While the Wagon Train, Wilderness Camp, and OceanQuest programs are by no means the panacea for the educational problems of a majority of students, for a specific population of chronic juvenile offenders, they are highly effective. By approaching the problem of educating these youths in a challenging student-oriented manner, VisionQuest avoids trying to make the youth conform to a traditional classroom setting that for them is deeply equated with failure. Instead, a totally new environment with built-in success and a focus on academic readiness goals through experiential education is initially provided. When the youth has completed those goals, he is then ready to re-integrate into a classroom situation equipped with the attitudes and behavior necessary for this situation to be a success.

[1]Rappelling is a technique used to lower oneself off a cliff by means of a friction system.

State Federation Election Results

Vice President—Edward Shafer

Treasurer—Dr. Judith A. Bondurant

Buffalo Regional Representative—Sally Quimby

Albany Regional Representative—Dr. Deborah C. May

New York Region #1, Regional Representative—Bernard Kosberg

Long Island Regional Representative—Lois M. Smith

Hiking With Troubled Kids

By: Ken Victor
former Senior Instructor
Homeward Bound
Box F
Brewster, Mass.

In the afternoon, eight juvenile delinquents from all over Massachusetts were going to hop out of a van to participate in a strenuous twenty-five day wilderness adventure program. I was going to be one of their instructors. For years, I'd led wilderness trips of all sorts, but never with juvenile delinquents, never with kids who didn't want to be there, never with kids whose files mentioned arson, breaking and entering, battery and assault with a deadly weapon. I had a bad case of the butterflies.

The program is called Homeward Bound—a state-funded program within The Massachusetts Division of Youth Services. It's the oldest program of its kind in the country. I was assigned to work under senior instructor Mr. M.N. Mr. N.-we were always called by our last names when a course was taking place—had led seventeen courses for Homeward Bound, more than any other instructor. In a burn-out occupation Mr. N's flame had lasted the longest. When I told M that I had the butterflies, he laughed, "so do the kids". I remember spending the first week of the course developing my meanest scowl and grunt, anything to conceal my insecurities. Meanwhile, I watched closely M's style of confrontation.

One night, early in the course, a voice from one of the tents boomed out a clear and distinct "f_____ you, Mr. N". M jumped up, ran over to the tent, and started kicking it, hard, all over. I could hear dull thuds as M's boot connected. "Who said that?" he yelled, "who said that? Get outta this tent right now!" A few swears came from the tent. Suddenly, four boys, wearing only underwear, popped out of the tent into the cold November air.

Mr. N's voice resonated, "Gentlemen, it's a cold night, you're out here in your panties, and that tent of yours is off limits 'til I know who said that". No one spoke. "Very well gentlemen, I can stay up all night too; I've done it before and I'll do it again. It's a long night and a long course gentlemen". After a long silence, someone confessed. "Thank you Ed. You owe me twenty-five push-ups. . . Now. You gentlemen count them out for Ed". Ed plopped down on the pine needles and did his push-ups—the penalty for saying 'f_____'. Ed was experiencing what was referred to as the 'f rule'—Homeward Bound's tool for immediate confrontation, a chance for the instructor to assert his authority from the beginning, and a means for the kids to become aware of the way in which they communicate. Ed finished his push-ups. "Gentlemen," Mr. N said, "get some sleep now; it's gonna be an early morning". Mr. N came over to me as if nothing had happened. "They could be a tough group," he said, "but they'll learn".

Though I wasn't fully aware of it at the time, I had just seen a considerable talent at work. Mr. N had the ability to throw a 'fit' without being involved in it; that is, he could act and appear totally out of control, furious, while in actuality he was carefully watching what he was doing and what he was saying, and calculating the effect it was having upon the kids. Mr. N was Homeward Bound's master of the fit. As he explained it to me, a fit is a dramatic and unforgettable way for an instructor to establish limits, to create huge red-lettered signs in the kid's mind which state 'this behavior is unacceptable'. If anything, as I understood later, Mr. N tended to overuse it, and thus diminish its effectiveness.

Setting clear and distinct limits early in the course was crucial. There were four major limits and standards to which all students were expected to adhere. The first was to give their best in every activity; anything less than their best was unacceptable. The second was to treat one another with absolute honesty. On the first night of the course, instructors would make their various trust-pacts with their kids: "I start off gentlemen assuming we're all con-artists here, but I give you my word that I won't run a con on any of you, and will treat you only with absolute honesty. You can count on it. In return, I expect to be treated the same. Is there anyone here who can't live up to this?" The third was that fighting was unacceptable and was reason for dismissal from the program; any differences of opinion were to be confronted with words. The fourth was that no one was to attempt to run from the program—if they wanted out, they were to speak to their instructor. Many of the kids came from 'secure facilities' and were surprised to see that Homeward Bound had no bars or bolts, and that backpacking was't done chained together. The only safety system was that instructors carried two-way radios that could always reach Homeward Bound's mobile van, which, in turn, were in touch with local police units. The kids were not made aware of the safety system; we wanted them to stay in the program out of desire, not out of the fear of being caught. The lack of a secure facility was a sign of our belief that we could handle all situations.

These expectations were made extremely clear, and though they were always being tested, no instructor would retreat from them. Homeward Bound also had a clear set of standards for itself, and a philosophy underpinning those standards. As in much of experiential educaton, Homeward Bound believes that a structured intensive wilderness experience is a powerful tool for positively altering a participants self-concept, his sense of self-reliance, his handling of stress, his interactions with others, and his relationship to authority. Its motto is 'the right to discipline oneself'; ultimately, the focus of each course is the struggle of the individual to take responsibility for his actions and his life.

Apart from the employment of more traditional counseling and confrontation techniques these goals are primarily achieved through the use of a wilderness environment. In such an environment the kids are neither losers nor trouble-makers, just strangers. It is also an environment about which many of them are curious and a bit nervous: "it won't get below zero, will it?", "are there bears out there?", "what happens if all the wood gets wet?" Slowly they learn skills which allow them to cope with their new enviornment; some may even develop a sense of comfort in their wilderness home. With each new skill comes more responsibility as well: to cook their dinner on the firewood they collected, to warm one another's toes on each other's belly when the temperature drops, to belay* a falling rock-climber. By mid-course, they begin to have positive feelings toward what they've been accomplishing.

Originally, Homeward Bound was established for first-time offenders, and its success rate with that population proved to be phenomenal. Progressively, the program has been receiving tougher and tougher kids—multiple offenders who have been in the juvenile justice system for a long time. Although I am aware of no recent research studies which address this change, there is a general feeling among the Homeward Bound staff that the program's success rate has dropped accordingly. That Homeward Bound doesn't work for everybody is not surprising; that it holds to it's stated goals and oftentimes achieves them, is a wonder in itself.

While I understood the goals of Homeward Bound, it took some time before I understood what it was that I personally hoped to accomplish with the kids. A case history might serve to make the research for this confusion apparent.

Student TF was sixteen. When he was twelve his step-father walked out on the family just as his mother contracted cancer. His sister already had little to do with the family and lived with her boyfriend. TF started to commit petty burglaries after school to help the financial situation at home. TF stopped going to school so he would have more time to burglarize. All along, TF told his mother that he was going to school and had an after-school job. When TF's mother died, he was fourteen, and had been taking care of her since he was twelve. For the past two years, TF had been in and out of various institutions, residential treatment facilities, and foster homes.

I learned all of this one night when TF came over to me while I was sitting away from the campfire. Without my asking, he poured out his life story to me, crying intermittently. I had gone through enough lessons by then to know that opening up to an instructor in private could often times be a con-job. As TF told me how his stepfather returned for his mother's funeral to offer his sympathy, it was clear that the anger and confusion TF cried forth was not a con. It was the real pain of a kid who couldn't let go of the man he'd been since he was twelve.

While TF cried in front of me more than any other student, he was also the only one who ever threatened to punch my face, which did not surprise me. TF had been a man, a tough guy, for so long that when the group was watching, his macho-act would be in full tilt. It was directed toward me above all others, as I represented the system, the Man, authority. Even though I had seen TF let go of his macho-act in private, he was bound by peer pressure to maintain the facade in the presence of the group. That dilemma, that struggle between maintaining an act and wanting to let go of it, was an aspect of every course I worked. The most powerful moments of a course were, in fact, when we had gone through so much together that the kids were ready to risk dropping their acts and 'talk straight'.

If TF's situation was extreme, it was extreme in degree, not kind. Every course had a few 'family night' campfires, when we'd sit around rapping about home. During the first family talk, I remember trying to casually facilitate a discussion that had me reeling. When I'd finally heard it all, and felt that all the surprises about their families had been told, a pattern seemed to emerge.

By and large, very few kids had been raised by their natural fathers, and the rare kid who had been was the envy of the others. Instead, they had step-fathers, but stepfathers were invariably 'faggots', or 'queers'—a good stepfather was only a bit less rare than a natural father. Only mothers tended to receive love and praise, and even apologies: "she's real soft on me cause she don't really know what I'm up to, sorta makes me feel bad", "my ole lady's all right for all the s____t I give her".

Such patterns could also be found with respect to the relations they had with their schools, the law, alcohol and drugs. These patterns made it clear to me that most kids I worked with had it one way or another, significantly experienced the world as being unjust. As I became more aware of their histories, I couldn't expect them to think otherwise; in fact, their responses to their lives seemed to make more and more sense—their anger, distrust, confusion, aggression, was rooted in their experience.

As I continued working, I began to wonder what it was, exactly, that I wanted to accomplish with these kids. Did I want them to be nice? To go back to school? To like me because I cared? No, I was part of the system they hated. The little school

with the bell on top had become a drug clearing-house: the people in their lives who were supposed to care didn't. What was it I expected to accomplish with them? I didn't know.

It was apparent early in a course that kids took pride in their run-ins with the law, or at least talked as if they did; they wore their criminal records like badges of courage. Pitting themselves against the cops and the system was a challenge on which they thrived. Inevitably, what they had chosen turned out to be a no-win challenge. I realized that their anger and hate, which often times I thought justified, was misdirected; their battles with themselves were acted out against the system, the state, the law. They were bound to lose.

Above all, they needed to gain perspective on their situations, to look at their lives and redefine the challenges they had chosen for themselves. I didn't want them to take their renewed sense of self into the same old battle. It began with their acknowledging that the state was larger and stronger than they were. The system would do with them what it pleased unless they pleased the system. The state had said to them: you can't take responsibility for yourselves, so we've taken it for you. "Listen," I'd say, "if you return to the streets and start pushing the system, you're gonna reinforce what they already expect from you. What are you going to do? You want to be the one running your life? Then you've got to show people you can take responsibility for it. You've got to prove it to me, and you've got to prove it to yourself. That's what this is all about. It all starts right here."

I had answered my question: if a kid could grasp that the challenge was in controlling himself. not his parole officer, and not the system, he was on his way. This is what I hoped to accomplish.

Student MT was seventeen. He was heavy set, muscular, with a round face and a slight lisp. He had a history of battery and assaults. The state had wanted to try him as an adult for his most recent assault; if tried and convicted he would go to prison. His caseworker had him sent to Homeward Bound as a last chance. MT's performance in the program would decide the fate of his battery and assault charge.

On the second day of the course we hiked four miles. MT was last, out of breath, and angry. On the third morning, we broke camp for an eight mile hike. MT refused to put on his backpack; he said he was quitting. I went over to him and talked about how well he had done the previous day. "You'll get used to it," I said. He didn't care.

I tried another tack and began pulling on his macho heart-strings. I mentioned that he was one of the oldest kids in the group and certainly the strongest. "How come kids half your size and strength aren't complaining M?" He called them faggots for wanting to hike. I got mad. I called him a coward and lazy. I told him that he felt ashamed by yesterday's hike, and rather than be last again, had decided not to hike. He laughed.

I calmed down and explained to him his situation with his battery and assault charge and how Homeward Bound fit into his future. He didn't believe me. Finally, I called in a supervisor who appeared with M's files and documented his situation for him. Reluctantly, MT put on his pack and said he'd hike. Before we allowed him to rejoin us, we reiterated that going through the motions of the program was not enough. He said he understood and recommitted himself to doing his best. We began hiking in the late morning.

On day five, with the rain pouring down, we were hiking back toward base when we crossed a highway. MT threw down his pack and began hitchhiking. We pulled him off the road. He started hitchhiking again. Once more, we pulled him off the road, but he refused to hike. Some students became mad at him; others tried encouraging him to join us. One student offered to hike with him and take his pack. After an hour, MT started hiking.

On day eight we let the kids take the lead in hiking for the first time. The other instructor and I stayed in the back. When we came to a clearing, two backpacks were on the ground. MT and RH had taken off into the woods. We radioed the mobile van. Within an hour, MT and RH were in the custody of the local police, who then turned them over to us.

I had a decision to make. At Homeward Bound, it is the instructor's decision whether or not to allow a kid back in the program once he has run from it. I had not been faced with the decision before, and did not particularly relish the opportunity to exercise it.

For student RH, it was simple enough. He had shown sparks of being excited by the program, and had obviously been MT's tag-along. I decided to allow him to return.

MT's situation was more difficult. Not allowing M to continue would be a harsh indictment of him, and would have very serious consequences for his future. We knew that Homeward Bound was MT's last chance; turning him down was to cut the one string that offered him the possibility to gain control of his life.

On the other hand, he had been unwilling to meet the program halfway, to give even one continuous effort at fulfilling the expectations placed upon him. He demanded an inordinate amount of the instructors' time and energy. And above all, his negative approach was inhibiting the other students from feeling good about their successes.

We cut the string. When we looked at our group, we saw kids who we thought we could help, kids who were still reachable. We weren't willing to sacrifice that for a kid who seemed unable and unwilling to change. As I say this, it sounds to me like a pat formula—the greatest good for the greatest number—for what, in actuality, was a very painful process. Nothing was more difficult for me than to admit that I couldn't save everyone. There are limitations within myself, within a troubled kid, and within a program, that cannot be overcome.

(Continued on Page 16)

Outward Bound: Experiential Education for the Hearing Impaired

Debbie Dickinson
Handicap Recreation Coordinator/Recreation Supervisor
Handicap Recreation Council
Thurston County Parks and Recreation Department
529 W. Fourth
Olympia, Washington 98501

Communication equals participation. This definition broadens in meaning in an Outward Bound course for hearing impaired students. The challenge of communication and participation exists in any Outward Bound course but is magnified when members of the same group do not speak the same language. Indeed, included in each group were hearing impaired students, hearing students, instructors, and a sign language interpreter. Some used spoken English, and some used sign language. The communication/participation gap was bridged through an activity based wilderness experience rather than through a language-bases.

Outward Bound is an educational process that challenges the individual through activity to learn by doing and to achieve success through extended effort. The course is structured through such activities as rock climbing, whitewater canoeing, ropes course, and expedition travel so that students gain an appreciation of the wilderness environment, learn about themselves, and transfer that new self-knowledge to their daily lives. Most learn that their limits are self-imposed and that they can accomplish far more than they originally thought possible.

The philosophy of self-discovery through a challenging experience is the basis of the over fifty Outward Bound schools that exist in the world today. The material for this article came from impressions of students on courses for the hearing impaired at the Minnesota Outward Bound School in Ely, Minnesota and the Northwest Outward Bound School in Portland, Oregon, from 1977 through 1980.

The primary disability of a deaf person is not simply that sounds cannot be heard but that standard language acquisition is inhibited. The English language for the hearing individual is developed through exposure to the spoken language. Separated from that route of learning, the deaf child usually does not acquire language or speech without special training or education, which too often does not begin until school age. The hearing counterpart, however, by that age already has the basic language patterns and a large vocabulary. The deaf childs learns about his environment by doing things, not by hearing about things.

The communication barrier is constructed of two components: 1) deficiencies in transmission of information, and 2) deficiencies in receiving information (Williams & Sussman, 1971). These components reflect difficulties in conveyance and comprehension of language, whether it be written, spoken, or manual. The degree of the deficiencies is largely determined by the age at the onset of deafness and whether the person developed a hearing impairment before or after basic language patterns were established.

Communication deficiencies can affect a person's social, educational, and occupational development and adjustment (Switzer & Williams, 1967). Since the hearing impaired individual does not hear a running commentary on life through radio, television, conversation, slang, and inflection, his environment is reduced. Life problems which may confront the deaf are under-involvement in the mainstream of community life, lack of sophistication of the world, limited sharing with hearing others in the community, lack of acceptance by family, employers, and self, and severe underemployment.

Outward Bound as experiential education is an ideal medium through which to address the needs of the hearing impaired. Basically, hearing impaired people have the same needs as their hearing counterparts to develop self-confidence, self-knowledge, empathy, and responsibility. In some cases, the needs of the hearing impaired may be greater, due to gaps in their education and experience because of their disability. The world too often denies or protects them from opportunities to be trusted to make their own decisions, to do difficult things, or to be independent.

Joyce Daugaard, an interpreter for the hearing impaired course, stated "Outward Bound is a particularly good vehicle for the hearing impaired. In many activities because of the communication barrier and language difficulties, the hearing impaired are a step behind their hearing peers. In Outward Bound, the challenges of the course and wilderness confront each individual with an equally foreign territory."

"There are not many leadership opportunities for deaf people," according to Carla Anderson, a deaf woman in the field of recreation and student on the course. "Outward Bound provides an emphasis on group decision-making as well as leadership. It has opened opportunities for all of us."

An alumna of a standard Outward Bound course,

(Continued on Page 16)

Herbert L. Foster, Ed.D. (402)
Professor
Department of Instruction
Faculty of Educational Studies
SUNY/Buffalo
Amherst, New York 14260

The Junior Guidance Camp Experience: An Experiment in School Camping for Emotionally Disturbed and Socially Maladjusted Inner City Elementary School Children

Historically, there have been many day and resident outdoor and camping education programs for New York City Public School children. Though some of the more recent experiments and programs have been reported in the literature and presented at conferences, there appears to be lack of awareness of earlier New York City Public School involvement in camping education programs.

Therefore, this article reports on one school camping experiment in the spring of 1964, and touches on some earlier camping experiences from the mid 30s to the spring of 1964. The experiment reported was a cooperative venture between the New York City Board of Education and the Johanna M. Lindlof Camp Committee for Public School Children.

The school camping experiment was provided for seven classes of the then Junior Guidance Classes Program[1] in May and June of 1964, as the outcome of a $700.00 grant from the Johanna M. Lindlof Camp Committee for Public School Children.[2] What made this program unique was that it involved inner city socially maladjusted and emotionally disturbed *elementary school* children. Whereas, prior programs were primarily with secondary school youngsters.

Seven Junior Guidance Classes from three schools in Manhattan were involved in the experiment. Four second through fifth grade closed register classes were from P.S. 68. Second, third, and fourth grade open register classes from P.S. 199 were included.[3] Two of the classes had five school camping experiences while the others had one experience each.

The Flora Haas Site of the Henry Kaufmann Campgrounds on Staten Island was used as the camping site. The Flora Haas Site was selected because of its proximity to Manhattan, the experience of Monte Melamed, the Executive Director of the Henry Kaufmann Campgrounds, and the availability of the campgrounds on a year-round basis. Additionally, the Henry Kaufmann Campgrounds had pioneered in day camping programs for large numbers of city children.[4]

Because so much has been written about school camping curriculum, this report concerns, primarily, organizational and structural aspects of the experiment.[5]

OVERALL PLANNING

Though we structured our program, we remained flexible, adjusting the program as we progressed. A multidisciplinary team of teachers, guidance counselors, a social worker, a resource teacher, and a camping coordinator met often prior to the first trip, and biweekly between trips.

PARENT INVOLVEMENT

Parent involvement in the school camping experiment was an extension of Junior Guidance philosophy. By involving the parents, their concerns about the camping experience were allayed, and they then were able to help their children with any of the their trip related anxieties.

Slides of my Scouts showing black and white youngsters camping were shown to the parents providing examples of the campgrounds and outdoor activities. Refreshments were served at our meetings which helped relax everyone. The parents supported the program wholeheartedly.

CHOICE OF CLASSES AND STAFF

Careful analysis was made of all Junior Guidance classes to determine which would participate. Plans for and development of the five trip experience were enhanced by the fact that:

1. Both classes were relatively stable, and the students appeared to possess a degree of readiness for this program.
2. The three teachers of these classes were very receptive to the idea of the school camping experience, and they had had some prior camping experience.
3. P.S. 68's location lent itself to easy access to sites for pre-neighborhood trips as well as food stores.

---

[1]The Junior Guidance Classes Program was a New York City Elementary School Program for socially maladjusted and emotionally disturbed youngsters.

[2](see Appendix A for information on the Johanna M. Lindlof Camp Committee for Public School Children.)

[3](see Appendix B for an explanation of the open and closed register classes of the Junior Guidance Classes Program.)

[4]I had directed the Mildred Goetz Day Camp of the Henry Kaufmann Campgrounds for many years and was familiar with the Flora Haas Site. I had used the site for many years with my Boy Scout troop (Foster, 1961). The Henry Kaufmann Campgrounds is one of the agencies of the Federation of Jewish Philanthropies of New York City.

[5]I will be happy to correspond with readers concerning the curriculum and other details.

4. All the youngsters were able to participate in the experience.
5. There was a good multidisciplinary team of an assistant principal, a guidance counselor, a community agency social worker, a resource assistant, and the teachers were already functioning in the school.
6. The principal, Harold Sklar, was an experienced camp director and was enthusiastic about the school camping experiment.

STAFF PREPARATION

Staff preparation began by showing slides of the campgrounds followed by a site visit. The visit was also used to help decide the best route for the bus to travel to the Staten Island Ferry so that students could observe the Hudson River and pier activities. Additional curriculum planning during this staff experience included investigating picnic and hiking areas and facilities, as well as noting possible trouble areas. The limits and routines for our students were defined primarily on this trip. Finally, the staff trip also provided us with a myriad of ideas and suggestions for integrating the school camping experiences with the school's curriculum.

FOOD

The students and teachers planned all lunches. Local food stores were canvassed to find the managers and employees who would welcome our students' food purchases. As part of their learning experience, students also learned about healthy meals and diet. Newspapers were used in class to discuss prices and a price limit was set for each person per meal.

Consideration was given to lunch and its preparation. If we cooked, most of the day would be spent cooking. Therefore, if we wanted to do a great deal of hiking and exploring, lunches would be taken or a group assigned to do the cooking.

THE BUS AND FERRY

The bus driver was apprised of our students and program and was introduced to our students as soon as they boarded the bus. He cooperated, becoming an additional teacher, eating and participating with us on most of our experiences. At one point he even tried to talk a pouting youngster into eating.

Arrangements were made with the City of New York Department of Marine and Aviation for priority boarding privileges on the Staten Island Ferry so that we would be at the front of the ferry. This provided us with a good view of the harbor and put us on the outside, in the open, as we did not want to be in the center of the enclosed ferry with the fumes, smells, and heat that permeate that area and which might possibly cause some sickness.

In case of bus sickness, teachers were provided with paper bags and a deodorant spray; none of these items were used. To guard further against bus sickness, we served orange drink and punch exclusively on the bus and the trip because we felt that milk mixed with excitement, heat, and student overheating could possibly cause some digestive problems.

On the bus, each class sat with its teacher. One problem did arise. On the first return trip, one youngster who had sat in an aisle seat on the way to the campgrounds, wanted to sit near a window. His demands became contagious and some arguments and fights ensued.

This problem was eliminated for all the other trips by simply announcing on the next trip, "Whoever sits near a window on the trip to camp will change with his partner on the way home." The problem never came up again.

CURRICULUM GOALS

The Resource Assistant, Judith Schmidt, and I worked with the teachers in developing curriculum goals and in providing materials and methods to achieve those goals. The curriculum was related to every aspect of the experience from the school and its neighborhood, the bus trip, the actual camping experience, and the after camping activities. We met at least biweekly on school time and in the afternoons and evenings on our time. Three of the most significant objectives related to curriculum included: (1) increased socialization of students (2) increased academic learnings; and (3) sharpened sensory appreciation.

According to the staff's observations and our pre and post testing, the students appeared to have increased their abilities in all curriculum objective areas. Additionally, the staff gained an understanding of how meaningful a unified curriculum could be.

References

All-Day Neighborhood Schools: *School camping: Report of a camping experiment.* New York: New York City Board of Education, 1962. (6 p. mimeographed)

The Board of Education of the City of New York & Life Camps, Inc. *Extending education through camping: Report of the school camp experiment.* New York: Life Camps, Inc., 1948.

Foster, H.L. *Ribbin', jivin', and playin' the dozens: The unrecognized dilemma of inner city schools.* Cambridge, Mass.: Ballinger, 1974.

Foster, H.L. Scouting in the blackboard jungle. *Scouting Magazine,* 1961, *49*(8), 6-7, 26.; reprinted as Scouting *Congressional Record,* 108:A444, January 23, 1962.

The Junior Guidance Classes Program. *The Junior Guidance camp experience: Outcome of a grant from the Johanna M. Lindlof Camp Committee.* New York: Junior Guidance Classes Program, December 14, 1964. (23pp. mimeographed)

The J.H. Lindlof Camp Committee for Public School Children. *Adventures in Camping.* New York: Johanna M. Lindlof Camp Committee for Public School Children, 1943.

APPENDIX A
THE JOHANNA M. LINDLOF CAMP COMMITTEE FOR PUBLIC SCHOOL CHILDREN

On September 15, 1937, the Honorable Johanna M. Lindlof, Chairman of the Committee on Instructional Affairs of the Board of Education of the City of New York, which she chaired, presented the following resolution to the Board of Education:

"Resolved, that the Board of Education request the Superintendent of Schools to appoint a committee. . ., for the purpose of considering the advisability and feasibility of conducting a camp for under-privileged children, under the auspices of the Board of Education. . .;and, be it further resolved.

Resolved, that this committee, if it be favorably inclined to the conducting of such a camp, be empowered to develop a comprehensive though tentative plan for such an undertaking. . .(Lindlof, 1943, p. 10).

As soon as the resolution was adopted, Dr. Harold G. Campbell, then superintendent of schools, appointed a committee on Summer Camps, with Mrs. Lindlof participating as an ex-officio member. On May 25, 1938, the Superintendent of Schools presented the Committee's interim report to the Board of Education, briefly, the report recommended:

1. Fifty children be sent to a private summer camp for at least four weeks. The fee for this camping experience be paid from the proceeds ($2,000) from football games.
2. That five principals be designated to pick ten children each.
3. That the results of this experience receive a thorough evaluation by a Committee on Evaluation, "with a view toward further consideration of a more general camping program in the future (Lindlof, 1943, p. 10)

After lengthy debate, this resolution was defeated by a four to three vote. Not to be undaunted, Mrs. Lindlof introduced another camping resolution on February 8, 1939; this resolution was defeated by the same vote.

Despite these two defeats, a group of New York City educators interested in camping education continued to meet informally. This group consisted of Mark McClosky, Dr. George H. Chatfield, Frederick Schoedel, then Principal of P.S. 67, Brooklyn, Miss Eva Larry, then Principal of P.S. 78, Manhattan, Samuel Goldman, then Principal of P.S. 17, Brooklyn, Dr. I. Victor Burger, then Principal of P.S. 14, Richmond. Miss Ruth Gilletter Hardy, then Principal of P.S. 33, Manhattan Drive, Isidore Kayfetz, then Principal of P.S. 1, Queens and, of course, Mrs. Lindlof.

After a number of meetings, this committee arrived at an agreement on the "objectives of education and educational camping." (Lindlof, 1943, p. 10). After further deliberation and investigation, the committee chose Dr. Lloyd Sharp's Life Camps, Inc., as the camp they felt most fulfilled their desire for a camp experiment.

With privately donated funds, and the leadership of Mrs. Lindlof, 110 underprivileged and middle-class children were sent for one month each, for four successive summers to Life Camps, Inc. (Board of Education & Life Camps, 1948, p. 15). This undertaking, however worthy, depleted the committee's funds. Consequently, under the aegis of the late Fiorello H. LaGuardia, Mayor of the City of New York, as Honorary Chairman, a fund-raising campaign was initiated.

Hundreds, including such notables as Governor and Mrs. Herbert H. Lehman, Mrs. Franklin Delano Roosevelt, New York City teachers and others contributed to the drive and the fund was restored.

After sending 25 Negro children to Pioneer Youth Camp in Rifton, New York, in 1940, The Johanna M. Lindlof Camp Committee for Public School Children, in cooperation with the New York City Board of Education, conducted three experiments in school camping.

The first experiment was a sleep-in camp experience for 62 children and their teachers for three weeks in June 1948, at Life Camps, Inc. (Board of Ed. & Life Camps, 1948). The Committee next provided the funds for a three day May 8, 9, and 19, 1962, resident school camping experience conducted by the All-Day Neighborhood Schools of the Board of Education of New York City at Hudson Guild Farm, Netcong, New Jersey (All-Day, 1962). The third experiment in school camping funded by the Committee was in conjunction with the Junior Guidance Classes Program in May and June of 1964, and is reported on in this article.

Appendix B

The open register classes consisted of fifteen youngsters in need of emergency therapeutic help. These youngsters were extremely disruptive and could not be maintained in a regular class. Each class covered two overlapping grades and served the entire district.

Closed register classes served poorly functioning children who showed a wide range of behavior and personality symptoms. A track consisted of a two class unit, usually second and third grade classes. Ten to fifteen students were assigned to each starting class. Classes were single-graded, and divided equally between girls and boys and balanced between aggressive and withdrawn children of at least average intelligence. Efforts were usually made to limit hyperactive and disruptive children to two or three. Though most of the students were from the host schools, some came from schools within walking distance.

The Minnesota Outward Bound

(Continued from Page 6)

IS IT SUCCESSFUL?

OUTWARD BOUND and other wilderness programs are feasible for people with moderate to severe disabilities. Immediate gains in attitudinal changes for both able-bodied and disabled have been documented.

The school has provided the impetus for many seen and unforeseen changes in the world of therapeutic recreation. More importantly, it is a valuable symbol in demonstrating the skills we all possess to go beyond our self-imposed limits, and break through societal walls in order to live and work together in a barrier-free world.

Reference

Meyeroff, M. *On Caring*, New York: Harper & Row, 1971.

Glossary of Terms

Able-bodied: Any person who has total use of all their physical capabilities.
Belay Originally a nautical term, in climbing terms, it means to secure a person at the end of a rope.
Belayer: A person who is responsible for performing the above.
Brigade: After the French voyageurs who traveled in the area in the 18th century.
Disabled: Any person, who because of their impairment is restricted in doing certain tasks, skills, or jobs.
Entrier: A mechanical climbing device, in our case, a pair of looped pieces of webbing. Used to move laterally under a beam with rings that the webbing is attached to, and is moved, one at a time, across the beam. (see ropes course diagram)
Expedition: A period of travel for brigades from two to seventeen

days, either accompanied by instructors, or with minimal supervision.

Hypothermia: A physical condition in which the body, once it is cold, cannot warm itself. It can be a fatal condition.

MD 1: Minnesota OUTWARD BOUND Disabled 1. This means that this was our schools first course for disabled people.

MOBS: Minnesota OUTWARD BOUND School

OB: OUTWARD BOUND

Portage: This means to carry canoes and equipment overload between rivers, lakes, etc. . .

Ropes Course: a series of rope obstacles which test agility, stringth, and helps improve on those characteristics.

Solo: A period of solitude lasting anywhere from one to three days and nights with minimum food, shelter, and equipment.

Standard Course: This means a 25 day course at this school. Being part of the standard program also means a course is under the direction of the program director, resources, and funding come out of the same pool.

Hiking With Troubled Kids

(Continued on Page 11)

Having met MT when he was seventeen, he struck me as a kid who was already on a road from which he couldn't step off. Unable to read or write or speak well, clumsy but strong. The things MT could do well were to threaten and fight. Faced for the first time with a physical challenge that intimidated him and with interpersonal expectations that he couldn't honor, he ran from the program.

In an absolute sense, I can never know whether or not my decision was right. I do know however, that you have to be wiling to let go of kids, to chose your own battles—an instructor needs to experience success.

Just as there were kids at Homeward Bound who came from backgrounds as painful as TF's, there were other kids as unreachable as MT. By and large though, Homeward Bound worked with kids who hadn't fully hardened—there were cracks in almost all of their shells. Once I had slipped behind the shell through a crack, I almost always met a kid. That shell might look mean and talk mean and have done some mean things, but behind it was always a kid—not a juvenile delinquent, not an adjudicated youth, not a criminal—but a KID, someone who is not yet an adult, who is confused, hurt, and scared.

When I finally found the kid in a student who had a bad record and a tough act, I'd start wondering how could this KID have done THAT? The young lives that I touched and that touched me insist that juvenile crime isn't an individual act, isn't a behavior that stands alone, but is a statement about that child's life, a response to it. It indicts the society as equally as the offender. I say this because I've seen these kids who lash out on the streets, begin to open up in the woods and explore who they are. Why, after twenty five days of having only the society of themselves, can so mush positive change occur? I have a few observations.

Homeward Bound is not an easy program. Once the kids see that little headway is gained by challenging the limits of the program or testing the instructor, they are faced with the expectations placed on them that first night. Homeward Bound never lowers its expectations to accommodate a difficult group or to make its own job easier. Kids meet the expectations of the program or they don't receive a diploma—it's a one-way street.

Homeward Bound expects more from its kids than they expect of themselves, or anyone else has expected of them in a long time. For once, the kids aren't written off as juvenile deliquents, as hopeless, as good-for-nothings. Homeward Bound says "here is what we expect, and you *will* live up to it, whether or not you think you can." It is a philosophy as demanding on the program as it is on the kids, but it works. In a program where nobody will settle for less, nobody does.

Part of Homeward Bound's strength is its ability to go beyond its words in a very concrete way. The wilderness adventure aspect of the program allows it to follow through on expectations by offering the kids tangible responsibility. It is responsibility that they cannot turn down—if a kid lets his sleeping bag get wet, he will sleep cold. The responsibility is immediate and relevant. Kids accept responsibility at Homeward Bound and begin to explore who they are because the environment demands it; the program demands it and eventually with luck, they themselves demand it.

By the time kids come to Homeward Bound, they've usually had more than a brief introduction to the law; they've been on the receiving end of it. They know full well what they're not supposed to do. They've been told, "Don't do this, don't do that"—that's what the law is about to them. What kids have not worked out though, is what *to do*, what *to become*, what values to *choose*. They live in a world of "don'ts": you don't get high, you don't rob, you don't steal, but also, you don't think, you don't choose, and you don't grow. Homeward Bound begins that painful process of thinking, choosing, and growing.

Finally, juvenile deliquency is a complicated set of problems without a simple solution, perhaps without a solution at all. I wonder how we can handle all the young lives that can't fit into our society, that are outsiders before they even reach adulthood. To lock kids up, as seems to be happening more and more, is to turn our heads away from the problems and impose a 'solution'. Prisons full of fifteen year olds is not a sign that our country is dealing successfully with juvenile delinquency, it's a sign that it's failing in a broad and significant way. Homeward Bound, and programs like it, try to address that failure.

*Belay is a nautical term which means to hold fast. In rock climbing, a climber is attached to an anchored belayer who is responsible for catching the climber in the event of a fall.

Outward Bound

(Continued from Page 12)

Pat Jones signed up for the hearing impaired course because she was interested to see the hearing impaired in an Outward Bound situation. "I found myself far from being an 'observer,'" she reported at the end of the course. "I became totally involved in the group as a functional unit. We were a brigade of eight individuals working together. We were not three deaf

people and five hearing people out on a canoe trip."

The ropes course for Sally Eldridge was the springboard for the rest of the course. She felt that the development of personal and group strength that occurred through that activity was the basis for everything else done on the course. She stated at the end of the day, "I learned that 'I' can do it, and 'we' can do it." She finished the course feeling that her Outward Bound experience would be a springboard for what she did in the future.

Whitewater and rock climbing were two activities which significantly increased both skills and personal growth. One student after shooting a set of rapids, put down her paddle to sign the thrill she felt at being able to communicate with her partner to steer the canoe successfully through the high waves. The two had worked out a system of tapping on the gunwhale of the canoe to indicate which way they wanted the boat to go.

In her first climb, Carla Anderson felt she learned trust in the ropes and in the people. "During my second climb, that trust manifested, and thus I gained my self-confidence. That second climb was hard and frustrating. This lead to my decision that I can be myself in almost any situation without falling apart. This course has given me a tremendous boost in self-respect and self-confidence."

Following solo, a time when students are placed at separate sites for a period of time for solitude and reflection, Barbara Stefurak explained to her group: "Outward Bound has given me the chance to overcome my fears. I learned that fear confines me and prevents me from experiencing the richness and adventure of life. So I became excited and self-reliant; the world I can explore is expanded."

On final expedition, Heather Gibson, a student from Gallaudet College, wrote in the group journal. "During the week of expedition we often argued about who was going to set up the tent, how far we should paddle that day, where to stop for the night. We learned to settle down and discuss. I learned to listen to others, learned to set goals for the day, and learned to participate in the group decision. After two weeks of expedition, I felt strong, also felt really good as an individual."

At the end of the course, each student wrote a course impression to describe the impacts of the Outward Bound experience. Both John Murgel and Gail Mitchell wrote that the course had stimulated an awareness of inner strength. John wrote, "Even though some of the experiences were frustrating and stressful, it helped me to go beyond my limits and provided me with additional strength and confidence within myself. Maybe it was there all along, maybe I had to seek for it within myself."

Gail, too, had many "frustrations, cries, and challenges to try." She wrote that the experience would be helpful to her in the future. "I can feel my strength and confidence getting stronger every time after I tried every effort or activity. Yes, every effort was difficult to make, but in my mind I wanted to make it with a positive thought. In past years I usually thought negatively when trying new things or doing hard work. Now I look forward to trying new things, not to give up easily."

Gail also expressed the value she had learned from being in a group. "I made it through. No matter how tired my body was, I made it through with my good group's support in words. I learned to be involved in a group, not left out."

Both John Murgel and Harvey Hoffman felt that the Outward Bound course taught them things they never would have learned in a classroom or from reading a book. The value was in learning things on the spot and then immediately applying that knowledge. Harvey wrote in his course impression, "Outward Bound has helped me grow through experience and taught us all how much we should value our lives, one another, and the beauty of the world."

References

Switzer, M.E., and Williams, B.R. Life problems of deaf people. Archives of Environmental Health, August, 1967, 15, 249-256.

Williams, B.R., and Sussman, A.E. Social and psychological problems of deaf people. In A.E. Sussman and L.G. Stewart (Eds.), *Counseling with deaf people*. New York: Deafness Research and Training Center, New York University School of Education, 1971.

Professional News

The Association for Children with Down's Syndrome, Inc. is sponsoring the first Down's Syndrome Symposium on Long Island, DOWN'S SYNDOME: CURRENT INTERVENTION STRATEGIES. The goal will be to provide participants with the information and programming techniques to better meet the needs of young children with Down's Syndrome and their families. The symposium will take place on October 21, 1981, Salisbury Park Restaurant, East Meadow, New York—8:45-3:30 P.M. For further information: Association for Children With Down's Syndrome, Inc., 2616 Martin Avenue, Bellmore, New York 11710, or (516) 221-4700.

The New York State Association for the Learning Disabled will hold its annual 1981 State Conference on November 20 & 21, 1981, at the Hotel Syracuse, Syracuse, New York. Keynote speakers include: Dr. Drake Duane, Neurology Consultant, May Clinic, Rochester, Minn. and Dr. Sol Gordon, Chairman, Department of Child and Family Studies, Syracuse University, Syracuse, New York. For more information: NYALD Conference, 217 Lark Street, Albany, N.Y. 12210, (518) 436-4633.

Fall, 1981, begins the fourth year of in-service training sessions for teachers and administrators working with or interested in developing alternative programs for severely handicapped/hearing impaired adolescents. Training efforts cover: (1) Community based training; (2) Behavioral programming for emotionally disturbed deaf students; and (3) pro-

(Continued on Page 25)

Teaching Writing Strategies To The Mildly Handicapped

Pia M. Durkin (#615)
Project Associate
Special Education Training Resource Center (SETRC)
New York City Board of Education
400 1st. Ave.
New York, New York 10010

One of the questions most frequently asked by special education teachers is "How can I get my kids to write?" Because of its multi-dimensional nature (Johnson & Myklebust, 1967), writing poses several problems for the handicapped student. In order to write proficiently, one must have a schema of ideas, organize them into a conceptual framework, and, finally, structure these thoughts into grammatically correct sentences to form cohensive paragraphs (Wallace & Larsen, 1978). In addition to such organization strategies, writing requires the use of effective spelling and writing skills.

Mildly handicapped children are at a severe disadvantage in writing because of the absence of these necessary strategies (Cohen & Plaskon, 1980). Also the heavy emphasis on reading and math in special education settings has not provided an environment conducive to writing. Many teachers have assumed that writing will come later. According to recent findings (Paul, 1980), this assumption has not been found to be valid. State competency standards in writing must now be met to receive a high school diploma. A concerted effort is needed to teach writing beginning in grade 1 using developmental approaches similar to those in the other curriculum areas.

The first step in establishing a writing program in the classroom is to make writing a meaningful and continuous activity. When asked to write a composition, the pre-writing student has difficulty understanding the purpose of such an assignment. The student follows the instruction of the teacher, but does not perceive writing as a means of communication. However, when writing begins with notes, announcements, pen-pal clubs, recipe files, joke books, shopping lists and business letters to request free materials (Moore, 1979), writing becomes not only fun but also understandable as a functional and purposeful activity.

Children need to understand that writing is a long and arduous process and that well-known novelists rewrite many drafts before the final product is on the book rack. Teachers need to be aware that the writing process is geater than the sum of its parts. It is therefore difficult to isolate and analyze specific skills that need to be taught first. Many commercial materials stress individual skills on each page (underlining topic sentences, placing correct punctuation marks, circling the correct verb form, etc.). When teachers rely on these materials rather than themselves to teach writing, children view the writing process as a set of disparate parts and at no point integrate all the parts into a whole.

When writing has been identified as a skill area in need of remediation, realistic writing goals need to be establish (SETRC, 1980) according to the student's Individual Educational Plan (IEP). Lessons directed toward developing the student's writing skills should be derived from the student's own writing. Language experience approaches (Van Allen, 1976) help students make the connection between oral and written communication. This method, in which one person talks and the other writes, allows for tremendous enrichment of oral language and can be shared by teacher and student, parent and child, or between students. "Peer buddy writing" is an effective technique to make the writing task less threatening for the pre-writing student.

A good technique to use with students who may have a poor attitude toward writing is the ten-minute "free writing activity" in which students write as quickly as they can without interruption or stopping to correct grammatical errors. Through this, students become aware of writing as an idea-producing process (Elbow, 1973). Another activity is the "brainstorming session" in which students, given a specific topic, share words related to that topic. One person writes the words, while the other "brainstorm" (Alley & Deshler, 1979). After brainstorming, teachers can aid the students in categorizing listed words which form a base from which to begin writing sentences and paragraphs. The above techniques underscore the need for oral discussion to precede any writing activity.

Another means of making writing an integral component of the classroom is the Communication Learning Center. Discussion or writing can take place each day at the Communication Learning Center and materials within the Center need not be elaborate and most can be teacher-made. For example, a giant picture taped to the wall with questions listed under it can provide structure to an activity that, at first, may seem overwhelming to the pre-writing student. Two students can discuss the picture and formulate answers; one can write while the other dictates. Task cards in envelopes marked by category (job words, TV words, etc.) may aid students by providing a structure from which students can begin writing. Interest clubs (recipes, baseball, etc.) and book-making activities (Sealey, Sealey & Millmore, 1979) can also be easily incorporated into the communica-

tion center to help students make the transition from labeling in single words to writing single sentences to finally writing paragraphs.

In teaching writing, the teacher cannot ignore two of the most threatening forces that cause the special education student's reluctance to write: spellling and handwriting. These areas need not be taught by boring means and can be used to aid writing fluency. Mini-dictionary charts around the classroom, such as those pictured below, can prevent students from "getting stuck" on words that they cannot spell. Eventually, the charts can provide a self-checking device and individual word banks can be formed. Through interest clubs, mentioned above, a glossary of words that are essential for use in the club (Recipe Club: teaspoon, tablespoon, cup) can be stressed. The use of student's own writing to help them determine words that they need to know creates an incentive for learning to spell.

Aa
1. after
2. all
3. and
4. another

Bb
1. because
2. better
3. boys
4. brother

Handwriting should be emphasized through its relationship to legibility and its necessity for effective communication. Note relays ("write what you want to say") can motivate students to write clearly. Students who have difficulty writing specific letters legibly should practice only those letters from brief periods during the day, while in addition incorporating them into their daily writing activities.

For those students who are able to write, a specific process should be outlined from developing a rough draft to editing the final written work. Between these two endpoints, various conferences can be held by the teacher and student in which the teacher acts as a sounding board for ideas, aids the student in expanding ideas, and helps the student become his own editor. A folder of the writing strategies that the student *has* learned, which can be monitored and added to by the student (rather than by the teacher) can provide a powerful self-checking device in the editing process.

High-interest, purposive activities and close support and feedback from the teacher can result in more competent functional and creative writers in both younger and older grades. Writing can become an integral part of every special education classroom if it is viewed as an important communication process by both teacher and student. As a start, the next time a student wants to tell you something, why not have him drop you a note instead?

References

Alley, G. & Deshler, D. *Teaching the learning disabled adolescent: Strategies and methods.* Denver, Colorado: Love Publishing Co., 1979.

Cohen, S.B. & Plaskon, S.P. *Language arts for the mildly handicapped.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1980.

Elbow, P. *Writing without teachers.* New Y0rk: Oxford University Press, 1973.

Johnson, D. & Myklebust, H. *Learning disabilities: Educational principles and practices.* New York: Grune and Stratton, 1967.

Moore, N.R. *Free and inexpensive learning materials.* Nashville, Tenn.: Incentive Publications, 1979.

Paul J. Learning basic writing skills in college. *American Educator,* Spring, 1980, 14-16.

Sealey, L., Sealey, N., & Millmore M. *Children's writing: An aproach for the primary grades,* Delaware: International Reading Association, 1979.

SETRC (Special Education Training Resource Center, New York City Board of Education) *Scope and sequence chart of writing skills.* New York: Board of Education, 1980.

Van Allen, R. *Language experiences and communication.* Boston, Mass.: Houghton-Mifflin, 1976.

Wallace, G. & Larsen, S. *Educational assessment of learning problems: Testing for teaching.* Boston, Mass: Allyn & Bacon, 1976.

Viewpoint *(Continued from Page 3)*

student body acted as a resource for the community and as a result, students became involved in daring ocean rescue operations. The self confidence acquired during those episodes, along with the personal growth developed from other program components, carried over to experiences at home long after leaving the school. In the case of the young sailors, they were made to see that they could indeed survive in situations they had previously thought impossible. The school was called Outward Bound, a term which described the time when ships left the safety of the harbor and headed out to the open sea.

Since that first Outward Bound school was begun in 1941, in Aberdovey, Scotland, others have been established around the globe, seven of these in the United States. While much of the focus has been shifted to meet the needs of a changing society, many of the original assumptions remain unchanged. Outward Bound students today find themselves as part of a small group of people travelling through a wilderness environment encountering physically demanding and stressful situations. It is thought that under such circustances, an individual is better able to develop self confidence, interpersonal effectiveness and a clearer understanding of his role in the natural environment. These past years, Outward Bound has involved the handicapped in programs that were thought to be off limits and impossible for them just a few years ago. This Outward Bound leadership has led to the development of innumerable "adaptive" Outward Bound programs also providing programs for the handicapped.

The articles in this issue of *The Forum* describe several experientially based programs some still operating. These programs were selected because part or all of their participants were drawn from special populations. After reading the articles, feel free to contact the authors directly. Additionally, the following professional organizations may be of interest:

The Association for Experiential Education
Box 4625
Denver, CO 80204 (303) 837-8633

New York State Outdoor Education Association
196 Morton Avenue
Albany, NY 12202 (518) 472-9028

Outward Bound, Inc. Greenwich, CT 06830
384 Field Point Road (800) 243-8520

Literature Review

Arithmetic and Learning Disabilities: Guidelines for Identification and Remediation, by Stanley W. Johnson. Boston: Allyn & Bacon, 1979. Reviewed by Dr. Judith A. Bondurant, Assistant Professor and Coordinator, the Program for Learning and Behavior Disorders, Exceptional Children Education Department, State University College at Buffalo.

It is surprising to note that until recently relatively little attention has been paid to the area of arithmetic achievement and learning disabled children. The concerned teacher finds far fewer programs, tests, methods and materials for instructing children with mathematical difficulties than in other areas such as reading. It is essential for the teacher to be very creative and resourceful in order to effectively teach children who seem to have particular difficulty in mathematics. In his book, Dr. Johnson points out, "As early as the 1940s those working in the area we now popularly call 'special education' were recognizing that highly standarized, traditional, patterned, rote approaches to dealing with arithmetic learning problems are not particularly effective. . .Unfortunately, early recognition of the need for special treatment and remediation techniques did not quickly lead to creating or assembling a large body of useful information for those who wished to attack the problem in practical situations." (p. 25)

This book is written for the more typical teacher or special educator whose specific intent is to provide concepts and materials which may assist in identifying children who are experiencing difficulty in learning arithmetic due to the interference of a learning disability. It attempts to relate the areas of learning disabilities and elementary arithmetic activities. It is concerned with how a child's approach to and progress in learning basic arithmetic concepts and skills may be affected by the presence of several different specific learning disabilities. Having identified such children, the purpose of this book is to assist school personnel in the preparation and presentation of activities designed to increase learning in specific deficit areas. Theory is presented only to the extent which is necessary to defend applied practice. The author avoids giving a firm definition of learning disabilities or presenting a particular theory of arithmetic conceptualization, in order to make the material serviceable from as many viewpoints as possible. The bias of the author's approach is basically behavioristic. His intent is to provide a handbook-type test which provides a practical approach to knowledge gained from more formal and theoretical orientation. The fields of learning disabilities and arithmetic are introduced separately, and then subsequently as to how they may interact.

Part I contains five introductory chapters. The first chapter introduces the general field of specific learning disabilities, which would serve as review for the learning disability specialist but provide some new basic concepts for the classroom arithmetic teacher. Chapter 2 relates some of the fundamental concepts, principles, and content of elementary arithmetic. This material may be familiar to the arithmetic teacher but possibly new for the learning disability specialist. In the third chapter the author examines how the arithmetic curriculum of the preschool and elementary years may be analyzed and categorized to facilitate problem identification and remediation procedures. It also introduces a strategy for relating specific learning disabilities into a few major categories so they may be more easily conceptualized and applied to math curriculum content factors. These two categorization schemes provide the framework for concepts and activities introduced in later chapters. Chapter 4 explains the reasonsing and principles behind the general strategy for identifying children with arithmetic deficits due to the presence of a learning disability. The final introductory chapter explains in a step-by-step fashion how to implement the strategy. The method used is task analysis with a clinical teaching approach.

The format and content of Part II is to be used as a handbook and referral source in identifying and remediating possible interacting arithmetic and learning disability problem areas previously noted. Dr. Johnson presents and explains the various curriculum content areas selected for the three different levels in the sixth chapter. An outline and explanation of the eight learning disability areas used is also included in this chapter. Chapters 7, 8, and 9 contain the resource materials for the three curriculum levels. Examples are given of problem-free behavior, sample tasks where the child may display difficulty, do-it-yourself diagnostic activities, non-arithmetic situations with similar remedial activities.

The samples of potential problem areas and diagnostic activities are limited. They are only examples and the educator will need to supplement them with additional or different tasks. Although a specific sequence of activities and procedures are outlined intended by the author to provide a handbook of material for quick and easy use, the practitioner should utilize a highly personalized approach meeting individualized differences in skills, knowledge and interests. The guidelines are designed to furnish directions, and the educator should feel free to deviate from specific content outlines or sequences when practical considerations and effectiveness deem it necessary.

A word of caution is needed. The author assumes that the user of this text will be very familiar with either elementary school mathematics curriculum or certain common aspects of specific learning disabilities. He notes that individuals unfamilar with either of these aspects need further preparation in both areas.

Dr. Johnson emphasizes that the intent and purpose of this text is to help children learn effectively rather than to label or categorize problems. Children with learning disabilities frequently learn in atypical or unusual ways. He consistently reminds the reader

(Continued on Page 22)

President's Message

Gary O. Carman, Ph.D.

As your new President for 1981-82, I look forward to meeting the challenges that, as professionals concerned with the exceptional child, we face in New York State. This year represents for me, my third year of service on the New York Federation Board. During those first two years, events occurred that are of major importance to each of us. Those events were:

1. The *Education for all Handicapped Children Act,* P.L. 94-142, began to be implemented across New York State. This Law, whose passage the *Council for Exceptional Children* sought for many years, assured for the handicapped the right to a free and appropriate education. From the outset it was predicted that there would be problems with the implementation of the Act. Indeed, as you know first hand, implementation has resulted in confusion, an increase in the number of children referred for special education, an expectation that Special Education teachers had the *entire* responsibility for the IEP processes, an aura of litigation has replaced professionalism, and financial costs for Special Education have risen sharply. In general, implementation has thrown Special Education in New York into disarray.
2. The *New York State Education Department* has, during the past two years, undertaken a major review of the regulations governing the education of handicapped children. The first attempt to revise the regulations was the "Classification and Standards Project". This project attempted to revise the financial aid structure for special education services, meet some of the perceived mandates of P.L. 94-142, and revise regulations that the Division for Handicapped Children had identified as outdated. The "Classification and Standard Project" was eventually put aside after a ground swell of opposition from professional and parent groups. Last year the State Education renewed, its efforts and after several revisions, the New York State Board of Regents voted to support major revisions of Part 200 of the regulations. Part 200 details the manner in which the schools must implement educational programs for the handicapped.
3. *The changes in the electorate at the national level* have resulted in policy changes that will significantly reduce the flow of federal dollars to education and through consolidation of programs may reduce the federal governments commitment to the handicapped.

Your Federation, acting on your behalf and on behalf of the handicapped children in New York State has responded to these events. The implementation problems have been addressed in the last two New York State CEC conventions, where several workshops have presented the efforts, many quite creative, of professionals from across New York State who successfully have met the mandate of P.L. 94-142. *The Forum* has published several articles that offer ideas and solutions to IEP implementation problems that are common in many school districts. In addition, local New York State CEC Chapters have sponsored regional activities designed to bring professionals together to discuss problems and solutions that they mutually share.

The revisions of Part 200 of the Education Law, and previously the "Standards and Classification Project" have been followed closely by the Federation Board. Your Political Action Network coordinator, Ed Shafer, has done an outstanding job staying on top of the many changes over the past two years as the State moved to re-shape education programs for handicapped children in New York State. Along with an active letter writing campaign to various New York State elected officials and members of the Educational Department, position papers have been developed, testimony delivered in Buffalo, Albany, New York City, and on Long Island and your regional representative has been constantly kept informed of the progress of the developing changes in regualtions. In addition to these direct activities, the Federation has joined forces with the leading parent, advocacy and other professional organizations to form the *Coalition of Concerned Organizations For The Education of Pupils with Handicapping Conditions.* This organization, formed in response to the proposed new State regulations, has been active for the past several months addressing issues effecting the education of Exceptional Children at both the State and Federal level.

At the National level you are aware of the efforts of Mr. Stockman's office to have funding for P.L. 94-142 folded into the "block grant" funding program and the efforts of the *Council for Exceptional Children* to prevent that. Thanks to CEC, and the many professionals and parents who took the time to write their representatives, P.L. 94-142 has *not* been folded into the "block grant" program. That's the good news, the bad news is that the amount of money available to the State for the implementation of P.L. 94-142 has been reduced by 25%. Since Congress has yet to provide the necessary amount of money to adequately support the *Education for All Handicapped Children Act,* we can anticipate continuing and even increased difficulty in meeting the needs of the Exceptional in our classrooms and schools.

What are our plans for the 1981-82 New York CEC

year? In part those plans will depend upon you. I am asking that you let us know how we can best serve you. Contact your regional representative, invite them to your chapter meetings, keep them *informed* of your activities.

A few decisions have already been made by your elected board and I am pleased to share them with you.

- Plans for our fall conference in Buffalo are well underway. President-elect Alex Tureaud and Treasurer Judy Bondurant have been working with their committee and colleagues from the American Association on Mental Deficiency to plan an exciting conference.
- As you are aware from reading *Update,* it has been necessary for the *Council For Exceptional Children* to raise our annual dues. The New York Federation supports this increase but is also aware of the effects of inflation on each of us. Therefore, at its June Board Meeting, the officers voted to suspend, for one year, five dollars of your New York Federation dues. This decision will not reduce the amount of money that flows back to each local chapter.
- Membership development and Leadership Training have been identified by local chapters as high priority needs. In response to these priorities, the New York Federation is planning a special Leadership Training Institute at the upcoming convention. Chapter Presidents will receive letters shortly detailing some of the activities planned, and announcing a special incentive that will help local Chapters participate in the Institute.

In the past two years, much has been accomplished. New York CEC membership growth has moved us from fourth to second place in the fifty states. Our 1980 convention at the Concord was the best attended, and most comprehensive in years. The New York City CEC Convention was an outstanding success. And, most importantly, New York CEC has gained recognition as an important and strong advocacy force in the continuing battle to assure quality, comprehenshive services for exceptional children.

With your continued support and through your active participation in local CEC Chapter activities our profession will remain strong and united in service to each other, and to our children.

Literature Review

(Continued on Page 20)

that categories are arbitrary and, therefore, must be flexible. They are useful only in helping pinpoint areas of behavior where learning difficulty is evidenced. They should not be given more credence as an absolute schema than they are worth.

Special educators should definitely take the time to familiarize themselves with the approach presented in this text, adapting it to the needs of their individual students. The area of arithmetic and learning disabilities certainly needs further exploration. Dr. Johnson's contribution should serve as a stepping stone to increasing one's knowledge in these areas.

Last Notice
Call For Award Nominations

The New York State Council for Exceptional Children Awards Committee is interested in receiving recommendations for recipients of the following special awards:

New York State Council For Exceptional Children Service Award

Candidates for the Service Award shall have demonstrated a long term committment toward furthering the work of the New York CEC. Their contributions to the organization shall have been of such a nature as to have distinguished them from others in the organization.

Friend of Special Education

Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

Legislator of the Year

Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

Outstanding Retiree

Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1980-1981 school year.

One award will be presented in each category. Awards will be presented at the State Convention being held November 13-15, 1981 at the Buffalo Waterfront Hilton, Buffalo, New York.

Nominations should include the award title for which the nomination is being made, candidate's name, address, telephone number, chapter number qualifications and rationale for his/her being nominated. Name, address and telephone number of the person making the nomination should also be included. Nominations should be detailed enough to give a clear description of the candidate.

Mail all nominations to:
Dr. Janet L. Jacobs
President, New York Federation
65 Covington Drive
Buffalo, New York 14220

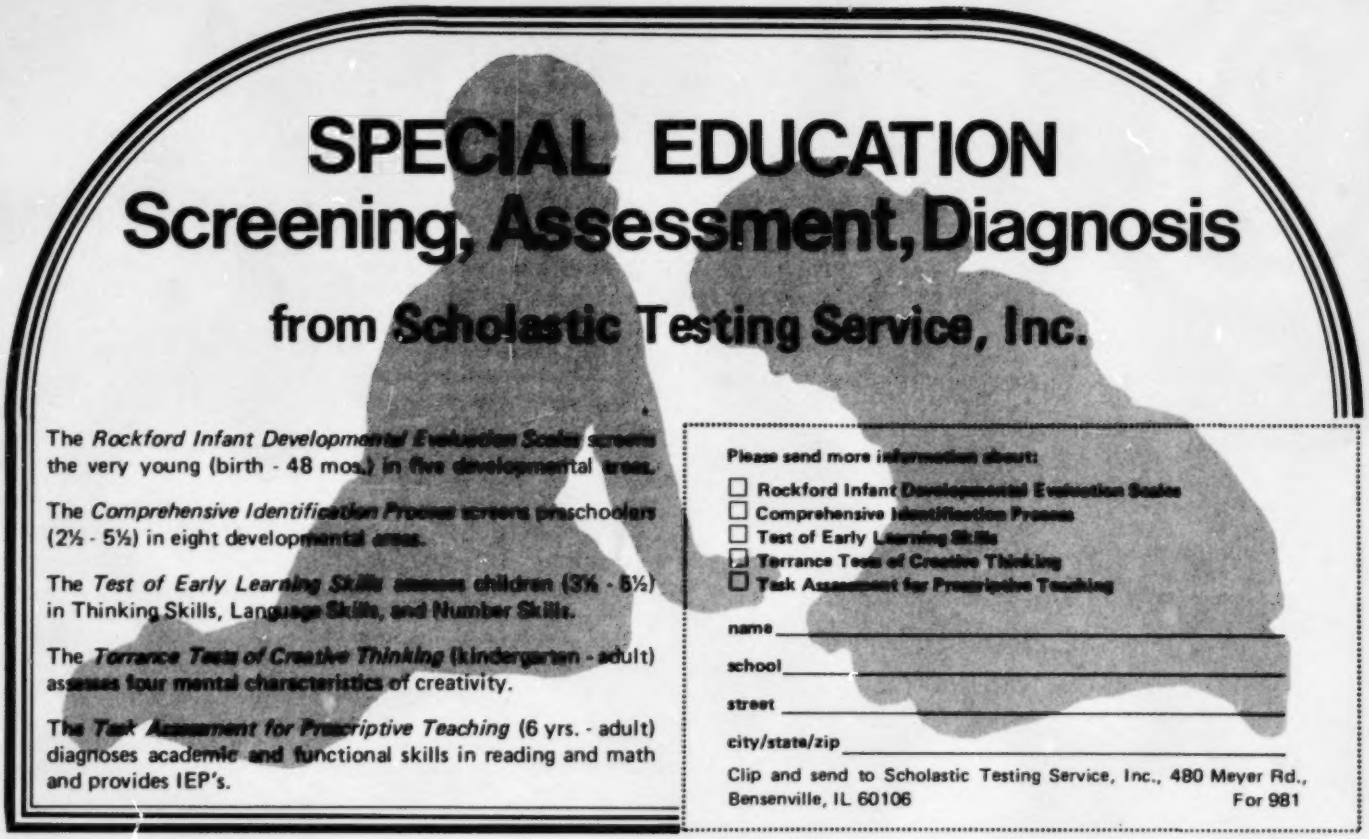
Nominations must be postmarked no later than October 10, 1981.

Letter To The Editor

I would like to take this opportunity to tell you how much I enjoyed the most recent issue of the *Forum.* The articles were informative clear and concise. The multi view approach of a single issue gives the reader understanding of the current trend that are significant to special education issues.

In particular, I found the article "Curricular Planning Issues in the Education of the Young Severely Handicapped" discussed a topic that is extremely

(Continued on Page 25)



SPECIAL EDUCATION
Screening, Assessment, Diagnosis
from Scholastic Testing Service, Inc.

The *Rockford Infant Developmental Evaluation Scales* screens the very young (birth - 48 mos.) in five developmental areas.

The *Comprehensive Identification Process* screens preschoolers (2½ - 5½) in eight developmental areas.

The *Test of Early Learning Skills* assesses children (3½ - 8½) in Thinking Skills, Language Skills, and Number Skills.

The *Torrance Tests of Creative Thinking* (kindergarten - adult) assesses four mental characteristics of creativity.

The *Task Assessment for Prescriptive Teaching* (6 yrs. - adult) diagnoses academic and functional skills in reading and math and provides IEP's.

Please send more information about:

- ☐ Rockford Infant Developmental Evaluation Scales
- ☐ Comprehensive Identification Process
- ☐ Test of Early Learning Skills
- ☐ Torrance Tests of Creative Thinking
- ☐ Task Assessment for Prescriptive Teaching

name _____

school _____

street _____

city/state/zip _____

Clip and send to Scholastic Testing Service, Inc., 480 Meyer Rd., Bensenville, IL 60106 For 981

HILTON

C. E. C. & A. A. M. D. STATE CONFERENCE
November 13 - 15, 1981

ARRIVAL DATE _____ TIME _____ M. CHECK OUT DATE _____

CHECK RATE DESIRED

Single.....$40.00 ☐ Double .....$53.00 ☐

NAME _____
PLEASE PRINT

ADDRESS _____

CITY AND STATE _____ ZIP CODE _____

☐ WRITTEN CONFIRMATION REQUESTED CHECK OUT TIME IS 1 P.M.

YOUR ORGANIZATION HAS RESERVED ROOMS TO BE HELD UNTIL 3 WEEKS PRIOR TO OPENING DATE OF CONVENTION.

RESERVATIONS WILL BE HELD ONLY UNTIL 6 P.M. ON DAY OF ARRIVAL UNLESS A LATER HOUR IS SPECIFIED.

For Hotel Reservations, Please Send Form To:
The Hilton Hotel
Church & Terrace
Buffalo, N.Y. 14202

CONSORTIUM CONVENTION 1981
THE BUFFALO HILTON
AT THE WATERFRONT
November 13, 14, 15, 1981
CALENDAR OF EVENTS

Friday, November 13, 1981

CEC Executive Board Meeting	10:00-2:00
Convention Registration	12:00-5:00
Exhibits	10:00-5:30
Session I	2:00-3:00
Session II	3:15-4:15
President's Cocktail Party (Sponsored by AAMD & CEC)	6:00-8:00

Saturday, November 14, 1981

Convention Registration	8:00-1:00
Exhibits	9:00-5:00
Plenary Session	10:30-12:00
Session III	9:15-10:15
Session IV	1:30-2:30
Session V	2:45-3:45
Session VI	4:00-5:00
Saturday Night Live: "Wings & Beer"	5:30-7:30

(No banquet will be held. Have your *hors d' oeuvres* with us, and then enjoy one of Buffalo's fine restaurants. (Only $8.50 per person.)

Sunday, November 15, 1981

Leadership Training Institute	9:00-2:00
Sunday Champagne Brunch available in Hilton (All you can eat for only $8.95)	10:30-2:30

SESSIONS

Friday, 2:00 p.m.-3:00 p.m.

Newport — *High Risk Birth (Program): Diagnosis, Prevention and Early Intervention—Ages: 0-5 years of age*
Madelyn C. Wolf, C.M.H.N., Broome Tioga Community Clinic, Louis Picciano Bldg., Johnson City, N.Y. 13760

Coronado — *Educational and Vocational Intervention with Handicapped Incarcerated*
Dr. John S. Platt, Dr. Wilfred Wienke, Dr. Roy H. Tunick, West Virginia Univ. Morgontown, W. Virginia 26506

Carmel — *Resource Room Planning Model*
James F. Miller, Walter Lallier, Herkimer County BOCES, Herkimer, N.Y. 13350

Monterey — *Day Treatment/Day Training Programs Serving the Mentally Ill School Population*
David Coron, Ph.D., Jon D. Brown, Michelle Weinstein, 44 Holland Ave., Albany, N.Y. 12229

San Carlos — *An Interdisciplinary Treatment Program for Adults with Severe Multiple Handicaps*
Elaine Paliotti Bertles, OTR—Occupational Therapy Department, Newark Devel. Cntr., Newark, N.Y. 14513

Belvedere — *Cluster Programming—A Cooperative Team Approach for Meeting Program Needs of Residents at the West Seneca Developmental Center*
Alan Erzkus, Anthony Cusmano, Debbie D'Avanzato, Richard Ensminger, W. Seneca Developmental Center, W. Seneca, N.Y. 14224

Bedroom 1 — *The Professional Advisory Board: An Approach to Quality Assurance*
Harold Michal-Smith, Ph.D., Frances P. Connor, Ed.D., Robert Gettings, M.A., I. Joseph Harris, C.W.W., Letitia R. Johnson, R.D., Horace Mann, Ph.D., Patricia McNelly, R.N., Dr. Ella Curry, Ms. Eloise Woods, NYS Office MR & Developmental Disabilities, New York, N.Y. 10011

Bedroom 2 — *A Community Service/Trans-Agency Approach to Early Intervention and Prevention*
Edith M. Loveman, Great River, N.Y. 11379

Bedroom 3 — *The Positive Effects of Leisure Planning for the Aging Citizen with Developmental Disabilities*
Donna Jones, James Dunlap, Jeanette Jacobs, David Shipps, Syracuse, N.Y. 13202

Friday, 3:15 p.m.-4:15 p.m.

Newport — *The Kids Project—Newark Developmental Disabilities Service Office Experience*
Patrick Sheehe, Caroline Ewing, Newark, N.Y. 14513

Coronado — *Programs That Work: A Model for Educating Severly Emotionally Handicapped Adolescents*
Thomas Clift, Syracuse, N.Y. 13202

Carmel — *Resource Room Planning Model*
James F. Miller and Walter Lallier, Herkimer BOCES, Herkimer, N.Y. 13350

Monterey — *Continuing Education for Developmentally Disabled Adults*
Catherine Boehm, Sarah Anderson, Sandy Keggins, Sharon Seklecki, Gerry Thomas, Susan Zippiroli, Buffalo, N.Y. 14223

San Carlos — *Expanding the Food Preferences of Mentally Retarded Preschoolers (Nutrition and Dietetics)*
Katharyn Ross, Lorelei Z. Ketter, Buffalo, N.Y. 14211

Belvedere — *Promising Practices for the Severly Handicapped*
Dr. Stanford J. Searl, Jr., Steven Taylor, Suzanne Gilmour, Syracuse, N.Y. 13210

Bedroom 1 — *A Program for the Enhancement of Cognitive and Language Development for Profoundly Mentally Retarded Institutionalized Adults Within Their Daily Environment*
Janet S. Winter, John Garra, W. Seneca, N.Y. 14224, W. Seneca Developmental Center

Bedroom 2 — *Comprehensive Assessment of Pre-School Developmentally Delayed Children: Issues of Diagnosis, Planning and Advocacy*
Ronald Messersmith; Luna Risemberg, M.D. FAAP: Francesca Mastroianni, Kent Brown, Eleanor Roosevelt, Developmental Service, Schenectady, N.Y. 12303

Bedroom 3 — *Programming Strategies for Clients Demonstrating PICA and Scavenging Behaviors: Two Case Studies*
James J. Feeney, Milton Baker, Robert Borke, Syracuse Developmental Center, Syracuse, N.Y. 13201

Saturday, 9:15 a.m.-10:15 a.m.

Newport — *A Pre-School Program for the High-Risk Child: Screening—Funding—Intervention*
Abe Matus, Marlene Wechsler, Annette Berson Hewlerr, N.Y. 11557

Coronado — *Description of the Program at the Queens Center for Multiple-Handicapped Children*
Sybil K. Sheinberg—Little Neck, N.Y. 11362

Carmel — *Parents and Professionals. . .A Winning Combination An Attempt to Solve the Professional's Dilemna of Learning to Work With Parents*
Betty Pendler, Shirley Reynolds, Mary Murphy New York, N.Y. 10023

Monterey — *Magnet School Program for the Gifted*
C. Leonard Davis—Melville, N.Y. 11747

San Carlos — *The Use of a Novel, Entertaining and Effective Teaching Format Employing a Derivation of Psychodrama Technique to Generate Interest and Involvement of Heterogeneous Groups (e.g., Civic Clubs) in a Wide Variety of Topics*
Dorothy Hauk and Arlene Murphy—Newark, N.Y. 14513

Belevedere — *Western New York Task Force on Prevention of Mental Retardation and Developmental Disabilities*
Dr. Robert Guthrie, Mrs. Joan Edwards—SUNYAB, Buffalo, N.Y. 14214

Bedroom 1 — *Saving the Budget—Creative Media Production for the Preschool Handicapped Curriculum*
Catherine Wiest, Valerie Rulison, Rochester, N.Y. 13126

Bedroom 2 — *The Computer Helps the Teacher, Project AIMS HIGH A Computer Managed Teacher Support System for Individualized Education Programs in Math,*

Reading and Social Skills
Richard Kern—Yonkers, N.Y. 10701

Bedroom 3 *Effects of a Multisensory Game—Oriented Methodology on Young Trainable Mentally Retarded Children*
Edward E. Blutstein—CUNY, Brooklyn, N.Y. 11210

Saturday, 1:30 p.m.-2:30 p.m.

New Port *"Crossed Wires"—An Educational Drama Concerning Children with Learning Disabilities*
Lucille Solden, Yvette Burke, Art Leask, Temme Davis, Sandra Jacobs—W. Allenhurst, N.J. 07711

Coronado *Quality Sexuality Education for Exceptional Individuals*
R. Bruce Baum, Ed.D., Heidi Ruefli—SUCB, Buffalo, N.Y. 14222

Carmel *Computerizing the IEP through a Student Information Management System*
Edward Shafer, Michael Bracy, William Parry Lewis BOCES, Canton, N.Y. 13617

Monterey *Model Program: Parents and Professionals in Joint Outreach Program for Parents of Retarded Children*
Mary Kallet, Barbara Levitz—White Plains, N.Y. 10606

San Carlos *Stress Reduction in Our Lives*
Brother Joseph Maloney—Brooklyn, N.Y. 11201

Belvedere *Foster Family Care for the Developmentally Disabled—A Continuum of Education for Care Providers Does Make a Difference*
Lois Dabney, Sandra Drake, Vivian Van Dyke, Kathleen Von Vreckin—W. Seneca Developmental Cntr., W. Seneca, N.Y. 14224

Bedroom 1 *Mainstreaming-What It Can Mean to Parents*
Joan Harrington, Irene Johnson, Grace Radonicic, Howard Weiner, Sal Palermo, Long Island City, N.Y. 11101

Bedroom 2 *IGY Olympics—An After-School Enrichment Program for the Gifted*
Jed P. Luchow, Sherwood B. Chorost, Carol Kasparian, Vicki Romako, Michael Chorost—College of Staten Is., Staten Island, N.Y. 10301

Bedroom 3 *Attempting to Improve the Knowledge of Dental Hygiene Student about Developmental Disabilities*
Michael H. Braff, D.D.S., Linnea Nealon, RDH Schenectady, N.Y. 12308

Saturday, 2:45 p.m.-3:45 p.m.

Newport *Fun! Wow! Creating a Positive Environment for Severely Multiply Handicapped Children to Develop Play and Social Interaction Skills*
Joanne Hopkins, Paulette Quinn—Lockport, N.Y. 14094

Coronado *Comprehensive Developmental Screening in a Preschool Population*
Karen E. Diamond, Ph.D., Diane V. Yurkiewicz, M.S., William G. LeFurgy, Ph.D.—Skidmore College, Saratoga Springs, N.Y. 12866

Carmel *Can a Total Needs Approach Be Effective in an Institutional Setting? An Eight Year Follow-Up of the PALS Program*
Anthony Daddiego, Randi Daddiego, Grace Scangis, Queens Village, N.Y. 11427

San Carlos *A Structured Learning Approach to Teaching Prosocial Skills: A Program for Hearing Impaired Children and Learning Disabled Children (K-12)*
Dr. Paul Wietig, Mrs. Beverly Horstek, Mr. James Remson, Mr. John Elston—Amherst, N.Y. 14226

Belvedere *Providing Non-Traditional Educational Options for Behavior-Disordered Youth in a Group Home Setting*
Margaret W. Davis, Robert Uplinger, John O'Kane, Joan Angle—Buffalo, N.Y. 14222

Bedroom 1 *Motivating Inner-City LBD Students with Exceptional Programming*
David B. Lazerson—Buffalo, N.Y. 14214

Saturday, 4 p.m.-5 p.m.

Newport *Sensory Awareness Workshop*
Deborah A. Cook, Nanette Miranda, James O'Reilly, Wilton Devel. Cntr., Wilton, N.Y. 12866

Coronado *Louder Than Words: Nonverbal Communication*
David V. Gurney, Ed.D.—SUCB, Buffalo, N.Y. 14222

Carmel *The Efficacy of Stanardized Psychoeducational Testing with the Severly Handicapped*
Linda Lessen, Barbara Gottlied, Ed.D.—Larchmont, N.Y. 10538

San Carlos *Dysphagia*
Jude Stevensen-Victor, Peggy Stratton, Perrysburg, N.Y. 14129

Belvedere *Developing Self Concept-Career Education Curriculum for Mentally Retarded Learners*
Dr. Carmen J. Iannaconne, Mr. Paul Thoms, Dr. James Kreider, Mr. Daniel Drury, SUCB Buffalo, N.Y. 14222

Bedroom 1 *Clinical Intervention with the Emotionally Deprived Mentally Retarded Client: The Difficult Client to Treat*
Andrew Fundalinski, Jann A. Vlosky, W. Seneca Developmental Cntr., W. Seneca, N.Y. 14224

Bedroom 2 *I. Early Feeding and Eating Skills*
II. Further Eating Skills Development
Barbara Flewelling, Rochester, N.Y. 14620

Bedroom 3 *Day Treatment Programming for the Developmentally Disabled Senior Citizen*
Cindy Zembryki, Liz Barrile, PEOPLE, Inc., Buffalo, N.Y. 14212

Saturday Morning
November 14, 1981

Plenary Session

10:30-12:00

"How to Win When Everyone Says You Can't: The Governmental Challenges Facing Special Education and CEC" is the topic presented by Frederick J. Weintraub, Assistant Executive Director of the Council for Exceptional Children.

Professional News *(Continued from Page 17)*

gramming for deinstitutionalized deaf adolescents. The majority of training is federally subsidized through a grant from the Office of Speical Education. For details: Christine E. Pawelski or Alan B. Groveman, Lexington School for the Deaf, 10th Avenue & 75th Street, Jackson Heights, New York 11370, (212) 899-8800 Ext. 212.

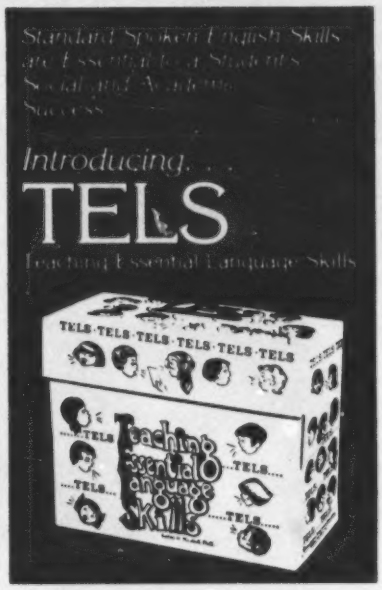
Letter to the Editor *(Continued from Page 20)*

timely since development of IEP's are the initial tasks of each school year. It's message bears repeating and it's approach, effective. Therefore I request permission to reprint this article in our upcoming issue of "WAVES", the newsletter for our region.

I hope that you share my thoughts with the authors of this article and the editors of your publication and agree to our request to reprint the article.

All credit shall be duly given to your organization and the authors. Thank you in anticipation of your consideration.

Sincerely,
Patricia Busset
Mid-Atlantic-North-and Caribbean
Educational Specialist
Mid-Atlantic-North-and Caribbean
Blind Children
The New York Institute For the Education of the Blind
999 Pelham Parkway
Bronx, New York 10469


Standard Spoken English Skills are Essential for Students Social and Academic Success
Introducing...
TELS
Teaching Essential Language Skills
TELS TELS TELS TELS TELS TELS
Teaching Essential Language Skills

TELS is a competency based program addressing the 38 skills essential to spoken English.

TELS is essential for:
- Language handicapped
- Bi-lingual
- E.S.L.
- Compensatory Education
- Special Education
- Early Childhood.

TELS contains 1 Teacher Guide, 25 Language Plan Booklets, 1 Scene Card, 1 Word & Sentence Activity Manual, 100 Word Cards & 100 Sentence Pictures. **$75.**

The TELS Competency Screening Instrument identifies children in need of instruction. **$8.**

Order from:
Educational Performance Associates
600 Broad Avenue
Ridgefield, New Jersey

FOLKWAYS RECORDS

Produces the best in children's records; also literature, jazz, classic and electronic music. American and other folk and ethnic music from over 700 different peoples and places. Documentary sounds and events on all records.

Since 1947 over 1800 records are available

BRAND NEW RELEASES

FC 7450 FEELIN' GOOD by Jill Gallina
FC 7516 SADDLE-UP YOUR PONY by Andrew Gungsberg

Write for free listings of all records, children's catalog and ethnic listings

FOLKWAYS RECORDS

Meet *The Forum* Editors Look for Our Booth an Exhibit at the Convention.

IMPROVE YOUR STUDENTS' SPELLING VOCABULARY, AND WRITING SKILLS...

IT'S AS EASY AS ABC WITH THE MICHIGAN PROGRAMMED SPELLING SERIES

Teachers, here's a validated program of cassettes and workbooks for student I-VII levels...each series individualized to allow students to learn at thier own speed.

The MPS Series helps develop all-important communication skills. First letters, then whole words, and finally correct and meaningful sentences. It's effectively used by the individual student, in small groups, and in traditional classroom settings.

The MPS is effective, easy, and low cost. Allows your students to progress according to their needs...presented in an interesting way to gain attention, hold attention, and stimulate students to go on to the next lessons. Individual series contain four cassettes and workbook, self-correcting with special Chem-Rite pen for reuse.

Write for complete details, today!

ANN ARBOR PUBLISHERS
P.O. Box 7249
NAPLES, FLORIDA 33940

Learning programs engineered to behavioral specifications

☐ Please send me free literature explaining the MPS Series

Name _____

Title _____

Address _____

City _____

State _____ Zip _____

PLAN EARLY
JOIN THE HERD

New York State Federation of Chapters of the Council for Exceptional Children

Annual Conference

November 13-15, 1981

Buffalo Hilton Hotel
at the *Waterfront*
120 Church St.
Buffalo, New York 14202

CONSORTIUM CONVENTION 1981

Buffalo Hilton Hotel
At the Waterfront
120 Church Street
Buffalo, New York 14202

Friday — Sunday, November 13-15, 1981

THEME: INTERNATIONAL YEAR OF THE DISABLED

Your attendance at the 1981 Consortium Convention afford the promise of participating in stimulating workshops and the opportunity to meet other professionals from across the state. Mail in your pre-registration form today.

CONVENTION PRE—REGISTRATION FORM

REDUCED FEE FOR PRE—REGISTRATION (all fees will be increased by $5.00 for members and non-members and $2.50 per day for students during the conference).

Please Check	Members	Students*	Non-Members
( ) FULL CONFERENCE	$25.00	$10.00	$30.00
( ) ONE DAY (Check day below) Friday ( ) Saturday ( )	15.00	5.00	20.00

Name _____ Identification # _____
(see back of membership card)

Address _____ Phone (Area Code) _____

Institution _____ Program _____

Advisor's Signature _____

AFFILIATION: ( ) CEC ( ) AAMD ( ) Student ( ) None

REGISTRATION INSTRUCTIONS: (1) Check all items which pertain to you. (2) Only one person to each form. (3) Make your check or money order payable to Consortium Convention 1981. (4) Mail Pre-Registration Form and check/money order to: PATRICIA BAZULKA, 6310 Milleville Circle, Sanborn, New York 14132.

PAYMENT MUST ACCOMPANY YOUR PRE-REGISTRATION FORM OR IT WILL BE RETURNED.

*FULL TIME STUDENTS only may register for the reduced fee. Those people who hold a full time paid position in addition to being a full time student WILL NOT be considered students for registration purposes.

FORUM

582 Baldy Hall
SUNY/Buffalo
Amherst, N.Y. 14260

Non-Profit Org.
U.S. Postage
PAID
Permit No. 577
Syracuse, N.Y.